DOCUMENT RESUME

ED 088 051 CS 200 952

TITLE	Industrial Communication Reading, Speaking, Listening, Writing. Grade XII.
INSTITUTION	Natchitoches Parish School Board, La.
PUB DATE	73
NOTE	167p.
AVAILABLE FROM	Mr. Trent O. Kelder, Coordinator, Natchitoches Central High School, Natchitoches, Louisiana 71457 ($3.75)
EDRS PRICE	MF-$0.75 HC-$7.80
DESCRIPTORS	*Business English; Class Activities; *Communication Skills; Composition (Literary); Course Objectives; Curriculum Guides; English Instruction; Evaluation Techniques; *Grade 12; Grammar; Instructional Materials; Literature; *Power Mechanics; Secondary Education; Student Centered Curriculum; Trade and Industrial Education; *Vocational Education

ABSTRACT

These curriculum materials correlate the subject matter of English with that of the trade of power mechanics, by incorporating the vocabulary, terminology, concepts and skills of power mechanics into the academic area of twelfth grade English. The seven units deal with getting to know yourself and others, speaking and listening, paragraphing, research, letter writing and job application, oral composition, and money management. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

NATCHITOCHES CENTRAL HIGH SCHOOL

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NATCHITOCHES LOUISIANA

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Introduction

The materials you are about to use were developed in the summer of 1973 by teachers experienced in teaching the subject areas involved. These materials were developed with respect to the concept of performance objectives as organized by EPIC Diversified Systems Corporation of Tuscon, Arizona. EPIC was retained by the Natchitoches Parish School Board to serve as monitor and evaluator of this Interest-Based Curriculum.

The instructional materials developed in English, mathematics and science correlate the vocabulary, terminology, concepts and skills of construction trades to each academic area involved. For the sake of consistency, the format utilized herein contains certain symbols and abbreviations as instructional guides.

Objectives within the documents were divided into four categories; 1) program Objectives; 2) Performance Objectives; 3) Process Objectives; 4) Activities. These are categorized by the numbering system preceding each objective or activity. For example, the number sequence 8-1-3 refers to: Performance Objective number eight, signified by the first numeral; process objective number one, represented by the second numeral; and activity number three, as indicated by the third numeral. The numbers in parenthesis beneath each sequence $\overset{8-1-3}{(2,7,4)}$ indicate that the Program Objectives, to which each process objective relates. This identification system allows immediate identification of the objective(s) covered and assists in establishing a Project Monitorial System, referred to by the abbreviation PMS.

These courses of study are designed to be as inclusive as possible. Included are all activities with which a student will be involved in a teaching situation, along with many of the evaluation materials. Work-sheets, guides, and other materials will be used. Also, each unit or topic is terminated by a bibliography preceded by a list of equipment, films and other supplies.

Copies of these materials may be obtained from the Louisiana State Department of Education. If not available there, they may be secured by writing to:

Mr. Trent O. Melder, Coordinator
Natchitoches Central High School
Natchitoches, Louisiana 71457

Cost is $3.75 per booklet to cover expenses involved in preparation, handling and shipping.

Foreword

Within the pages of this document are contained the efforts by a group of teachers to develop curricular materials designed to correlate the subject matter of English with that of power mechanics. The purpose of these efforts is twofold. First, it is the opinion of those involved that the subject matter of academic areas should be taught to students in a way that is both useful for their future aspirations and meaningful to them as citizens of our community, state, and nation. Second, by utilizing an interest-based curriculum, it is felt that the interests of students in their academic areas will be heightened, thereby improving their achievement in those subjects involved.

This course of study is not an adaptation of the traditional course or courses in English to a level compatible with the achievement of students involved. Quite the contrary is true. Every effort has been expended to assure that basic concepts and ideas in grammar, literature, communication, and other topics involved, have been included. The foremost change has been to adapt the vocabulary of power mechanics to the English course of study. Utilizing this approach to the teaching of English opens to students two possibilities upon graduation. First, they will be able to utilize the skills gained in power mechanics to enter actively into a vocation. Second, should their aspirations include post-secondary study, the knowledge gained through the correlated English classes opens this door to them also.

Development of the materials contained herein was most difficult and time consuming; however, the results are immeasurably rewarding. The opportunity to develop these and other materials was made possible by an ESEA Title III Grant. Our thanks are extended to the Louisiana State Department of Education for its assistance and encouragement.

Teachers involved in the development of these materials include the following:

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Revised, 1973.

UNIT I

GETTING TO KNOW YOURSELF AND OTHERS

UNIT: GETTING TO KNOW YOURSELF AND OTHERS

1-0-0 At the end of the unit concerning attitudes, the students will (5,6,7, 8,9,11) demonstrate improved attitudes toward self and others, as evidenced by a teacher-made check list and role play.

1-1-0 During the first class meeting, the teacher and students will openly discuss the meaning of attitudes as it relates to self and others.

1-1-1 Look up the word attitude in several dictionaries and encyclopedias; write your definition of the word.
1-1-2 Discussion of some social attitudes (use handout 1-1-2)
1-1-3 Pretest on attitudes toward self and others (1-1-3)
1-1-4 Discussion of pretest
1-1-5 Place pretest in folder for future reference.

1-2-0 During one class period the teacher will assign the writing of paragraphs to measure students' attitudes toward self, also to measure their writing skills.

1-2-1 Clear the meaning of <u>biography</u> and <u>autobiography</u>.
1-2-2 Write a short autobiography that covers <u>one</u> significant phase of your life. (Emphasize the event that has influenced your life.)
1-2-3 Read two or three short examples from reference.
1-2-4 Made a list of usage errors made in the autobiographies.
1-2-5 Discussion of errors
1-2-6 Conduct a lesson on grammar and mechanics, using errors made in the autobiographies as a guide.
1-2-7 View filmstrips and listen to tapes "Understanding Yourself and Others" (#18031 and #18032).

1-3-0 At the end of the unit the students will present oral reports of biographies they have chosen from the reading unit "Biographies," using outline 1-3-1 as a guide and handout 1-3-2 as a source sheet.

1-3-1 Discuss outline to follow. (Handout 1-3-1)
1-3-2 Discuss "Biography Evaluation." (1-3-2)
1-3-3 Librarian will teach use of <u>Reader's Guide</u>.
1-3-4 Spend several class periods reading biographies and doing research on subjects to be presented at the end of the unit.

1-3-5 Complete readings and research at home.

1-4-0 During several class periods, the teacher will present materials relevant to good attitudes toward school and work.

1-4-1 The student will collect and read materials, hold interviews, and do research for a round-table discussion concerning attitudes.
1-4-2 Choose at least three of the following topics concerning school and work. Take notes and report to class.
- A. Attendance
- B. Rewards
- C. Superiors
- D. Peers
- E. Clothing
- F. Rules and Regulations
- G. Telephone
- H. Unnecessary Talk
- I. Overtime
- J. Production
- K. Vacations
- L. Advancements
- M. Personal Problems
- N. Borrowing
- O. Loaning
- P. Respect
- Q. Safety
- R. Punctuality

1-4-3 Round-table discussion
1-4-4 Invite a guest from one of the businesses in town to speak on the subject, "The Importance of Good Attitudes in Business."
1-4-5 Post-test by using handout 1-1-3
1-4-6 After test have a "rap" session on attitudes in general.
1-4-7 Students make a poster that lists good attitudes towards school and work.

1-5-0 Students will demonstrate their knowledge of subjects chosen for biographies. These will be evaluated according to "Biography Evaluation" sheet.

1-5-1 Present biographies.
1-5-2 Evaluate speaker by using handout. (1-3-2)
1-5-3 Answer and discuss character analyses written ath the end of each evaluation sheet. (1-3-2)

1-6-0 To complete the unit, the teacher will present attitude situations for role play. She will evaluate each skit as <u>solved</u> or <u>unsolved</u>, using the items on the "Positive Attitude" poster as a guide.

ACTIVITIES

1-1-2 SOCIAL ATTITUDES

Are people influenced by those with whom they associate? Many attitudes are not uniform in the culture; development of these depends more on the local situation.

Think through the following social factors; be able to give good, concrete answers.

1. If a young man with a very conservative political attitude goes to a college where the prevailing intellectual climate happens to be liberal, what effect is it apt to have on the conservative student?

2. Will a child who grows up in an atheistic family develop different religious attitudes from one who grows up in a very religious family?

3. Do you think your attitude toward the Japanese would be the same if you lived in Japan?

4. Mass communication affects attitudes and opinions when the majority of the media takes a stand for one side of an issue and no strong dissenting voices are raised.

5. Whenever both sides of a matter are aired, these communication media seem to be ineffective.

6. A person who has anti-intellectual attitudes is not likely to encourage his children to go to college.

7. College-educated parents encourage their children to get a college degree.

8. By the time a person is adult, many or most of his attitudes are well integrated and highly resistant to change.

9. Levels of education and socio-economic status have much to do with attitudes.

10. "Birds of a feather flock together." Explain.

1-1-3 Check The Answer With Which You Most Agree

	YES	NO
1. School is my most important job now.		
2. To hold a good job, I need to read and write English well.		
3. Most teachers are fair.		
4. Before I do what my peers want me to do, I think of the consequences.		
5. I enjoy my parents' company.		
6. People like to be around me.		
7. I sometimes feel unimportant.		
8. There are things I do well.		
9. Other kids pick on me at times.		
10. I often worry.		
11. I'm looking forward to getting out of school.		
12. My parents are my best friends.		
13. I'm satisfied with myself.		
14. I treat girls as I would want boys to treat my sisters.		
15. Sometimes I feel unwanted.		
16. Sometimes I feel like I'm a failure.		
17. It is easy for people to like me.		
18. My parents "nag" me.		
19. I'm as smart as the other students in most of my classes.		
20. Sometimes I feel "mixed-up" about life.		
21. Love and responsibility are closely related.		

1-3-1 THE BIOGRAPHY

In reading a biography, it is likely you will choose a person you do not know. He may be living far away, or he may have lived long ago. What you read about him will be written by others, but this will not prevent you from writing and/or telling an interesting story about him.

The purpose of your story is for you to really get to know this person and to present him in such a manner that your audience will know him, too.

Read more than one book about him if possible. Use the Reader's Guide and search for articles about him. Search for visual aids to add "spice" to your presentation.

After you have collected materials and read them, it is time to take notes and review them. Arrange your information so that you will be guided by the following outline:

1. Name of the book
2. Author of the book, including a brief biographical sketch of him
3. Name of the person, if different from title
4. Date and place of this person's birth
5. Childhood experiences
6. People or events that have helped to shape his life (parents, teachers, ministers, etc.)
7. What he has done to help others
8. The qualities of character that made him what he is
9. At least one incident from his life that reveals what he is like or the kind of life he lived
10. A closing statement that leaves your audience with a clear impression of your subject

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

MATERIALS NEEDED

1-1-2	Handout
1-1-3	Pretest Handout
1-1-5	Manila Folders (One for each student)
1-2-3	References of Autobiographies
1-2-6	
1-2-7	Filmstrips and tapes: "Understanding Yourself and Others " (#18031 and #18032)
1-3-0	Biographies on Reserve and Book Library
1-3-1	Handout
1-3-2	Handout
1-3-3	Book Library
1-4-0	References for Round-Table Discussion
1-4-4	Guest Speaker Topic: "The Importance of Good Attitudes in Work"
1-4-5	Handout 1-1-3
1-4-7	Poster Materials

SUPPLEMENTARY MATERIALS

Films: "School Rules, How They Help Us"
"Are You Popular?"
"Act Your Age"
"Are You A Good Citizen?"
"Developing Self-Reliance"
"Developing Your Character"
"Discussion Problems: The Show Off"

Reading Kit: Combo, (1) "The Rise and Fall of the Super Snooper or Is Something Bugging You?"
(2) "Interview With Three Pro Football Players"
(3) "Interview at a Modeling Agency"
(4) "Ace II Booklet"
(a) "When You Read About Unusual People " pp. 335-336
(b) "Words You Will See Again " p. 337
(5) "Ace I Booklet " pp. 23-24
(6) Combo 301, "Haircut " pp. 71-75

1-3-2 BIOGRAPHY EVALUATION

	YES	NOT SURE	NO
1. Did he choose a person of interest to the group?	___	___	___
2. Did he have an interesting opening sentence?	___	___	___
3. Did he have a positive attitude toward this person?	___	___	___
4. Did he carefully weigh the amount of material he was to present?	___	___	___
5. Was his talk well organized?	___	___	___
6. Do you think he has practiced his talk aloud?	___	___	___
7. Did he begin his speech slowly and confidently?	___	___	___
8. Did he use any nonstandard English in presenting his talk?	___	___	___
9. Did he use at least one visual aid?	___	___	___
10. Did he emphasize the main points on the outline?	___	___	___
11. Was his posture good?	___	___	___
12. Did he project his voice well?	___	___	___
13. Was his talk too long or too short?	___	___	___
14. Did he define terms that weren't clear to you?	___	___	___
15. Did he look at his audience while speaking?	___	___	___
16. Did he appear relaxed?	___	___	___
17. Was he enthusiastic?	___	___	___
18. Do you feel as if you know this person?	___	___	___

1-3-2 (continued)

Rank Speaker:

_____ Excellent, _____ Good, _____ Fair, _____ Poor.

Brief Character Analysis:

List in complete sentences three character traits about the subject that you feel helped him to be successful in life.

1.

2.

3.

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"Personality," Encyclopedia Britannica (1966 ed.), XVII, 694-699.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT II

SPEAKING AND LISTENING

OVERVIEW: SPEAKING AND LISTENING

A person's ability to communicate must improve as he prepares to enter the adult world. One way in which progress occurs is through increased skill in listening. Man receives much of his information through the ear, and the ability to listen critically is vital to achieve constructive goals. Listening goes far beyond just hearing. The listener must take into account the true meaning of what he hears in a complicated process that demands the utmost from the individual both in general training and in alertness at the moment.

Continuing speech growth is the social responsibility of the mature man and woman. In modern society, many occasions arise which require a speaker's very best; for these times he must be prepared. Speech that is concise, clear, and effective does not flow easily from even the most experienced.

Every day the skills of speaking and listening are needed to carry out the business of life. Telephoning, giving and taking directions, making introductions, making apologies, offering congratulations, applying for jobs, and talking with friends are some of the daily situations which require skill in two-way communication.

The purpose of this unit is to familiarize the students with speaking and listening skills, and to create an awareness of good habits of communication through actual role-playing activities and through teacher-directed speaking and listening situations.

UNIT: SPEAKING AND LISTENING

1-0-0 (4,5, 10,11) At the end of the speaking and listening unit, the students will demonstrate the value of two-way communication by making a prepared speech on a chosen topic, with teacher and class approved proficiency in accordance with the speaker profile.

1-1-0 During the class periods the teacher will provide monitored activities for improving listening and for creating an awareness of listening habits.

1-1-1 Review the following concepts from the eleventh grade speaking and listening unit:
- A. The importance of listening
- B. Good listening habits
- C. Poor listening habits
- D. Kinds of listening (critical, aesthetic, recall)

1-1-2 Have a good reader prepare and read orally a current news article about safety. Let the class summarize the article, giving the main ideas. This may be done as a class project, writing the main ideas on the board.

1-1-3 Illustrate and discuss note-taking procedures for listeners, using handouts and chalkboard.

1-1-4 Bring in a guest speaker, someone from industry or the university. The class will take notes on his speech to determine the speaker's main point.

1-1-5 Class discussion of propaganda techniques, using handout

1-1-6 Practice in critical listening. Record a number of television advertisements, or select several from magazines to read aloud before the class. Class members can do this, or it may be teacher-prepared. Advertisements chosen should use recognizable propaganda techniques. Students will listen to the advertisements and identify the various techniques.

1-1-7 Practice in recall. Using the "General Precautions" list, the teacher will slowly read five statements at a time. After each reading, the students will jot down as much as they can remember of each of the five statements.

1-2-0 At the end of the listening-skills lessons, the teacher will administer self-evaluation listener profiles to the students, as evidenced by the program monitorial system.

1-2-1 Listener profiles should show a marked improvement over the same profile results in the eleventh grade unit.

1-3-0 During the class periods, the teacher will provide monitored activities for improving speaking and for creating an awareness of speaking habits.

1-3-1 Review the following concepts from the eleventh grade speaking and listening unit:
- A. The need for good speaking habits
- B. Characteristics of good and bad speakers
- C. Telephone courtesy
- D. Giving directions
- E. Outlining ideas for a speech
- F. Importance of safety

1-3-2 Discussion of the ways to make introductions, using handouts and transparencies

1-3-3 Practice with introductions. Using hypothetical situations, apply the rules for making introductions.

1-3-4 Using transparencies from the eleventh grade unit and handouts, discuss the elements of giving a talk.

1-3-5 Using a filmstrip, discuss the basic organization of a good speech.

1-3-6 Spend time in the library choosing and researching a safety topic to be presented before the class as a speech of five to ten minutes.

1-3-7 Spend time organizing the material gathered in 1-3-6 into outlines, with teacher guidance.

1-3-8 Class members will present prepared talks with visual aids when possible, using speaking and listening skills learned in the eleventh and twelfth grade units.

1-4-0 During the prepared talks, the teacher will issue speaker-profile sheets so that the students may evaluate each other, as evidenced by the project monitorial system.

1-4-1 Speaker profiles should show a marked improvement over the same profile results in the eleventh grade unit.

Additional Activities

Activity 1: Sentence Fragments

Activity 2: Words Frequently Misspelled

Activity 3: The Dewey Decimal System

ACTIVITIES

1-1-3 Note taking

Note taking should be done as an aid to memory, not as a substitute for listening. If a listener spends too much time taking notes, he will miss the heart of the message. Therefore, notes should be made carefully and with discretion. Here are some suggestions for note taking:

1. Come equipped with plenty of note paper, a good pen, and an extra pencil or two.
2. Use a good, uncluttered writing surface.
3. Label your notes so that you can later identify them easily.
4. Listen for the speaker's clues to important points. Clues will be in the form of pauses, gestures, or expressions such as "first," "second," and "third"; "another important consideration"; and "in summary."
5. Draw attention to important parts of your notes with brackets, underlining, arrows, or indentions.
6. Listen for special instructions.
7. Go over your notes promptly after the speech, to fix more firmly the major points in your mind.

1-1-5 Kinds of propaganda

1. Name calling - This means applying some label that people generally dislike or fear to a person, an organization, or an idea.

2. Glittering generality - A propagandist likes to connect a high-sounding word to what he is advocating, so that people will accept what he wants them to accept without examining his arguments.

3. Transfer - This is a propagandist's device to carry over the reputation of some organization which is respected to some program the propagandist wants accepted.

4. Testimonial - Quoting some well-known person in favor of a given product or policy is another propaganda practice.

5. Plain folks - Propagandists sometimes make an effort to win public confidence on the assumption that a man's ideas are good because he belongs to the common people.

6. Card stacking - Selecting and using facts to give false or misleading ideas is a common trick. The propagandist tries to construct the best case possible for his side and the worst for his opponent by carefully using only those facts which back up his point of view.

7. Band wagon - The public is often urged to follow the crowd and accept the propagandist's program because "everybody's doing it."

1-1-7 GENERAL PRECAUTIONS

1. Avoid leaning on a machine while talking to someone.
2. Avoid running, punching or any other horseplay in the shop.
3. Keep the eyes on the cutting part when operating the machine.
4. See that the machine is clear and ready for use before turning on the switch.
5. Avoid trying to run short or otherwise dangerous stock on the machine.
6. Avoid overloading a machine by trying to take a cut that is deeper than the power will pull.
7. Avoid using saws, blades or other cutting parts that are dull.
8. Avoid talking to a machine operator while he is trying to run a machine.
9. Avoid talking to anyone while you are trying to run a machine.
10. Stand clear of possible flying parts while operating a machine.
11. See that the machine has sufficient oil.
12. Avoid running second stock that may have nails in it through a machine.
13. Do not enter the safety zone around a machine when the machine is being operated by another person.
14. Always wear a shop apron or coat.
15. Keep your work bench clean and clear of extra pieces of stock or tools.
16. Return unused hand tools to the tool panel.
17. Never throw scrap pieces of stock on the floor. Pick up short pieces that have been cut off and place them in waste recepticals provided.
18. Avoid all horseplay in the shop.
19. Help your fellow classmate in handling heavy or long pieces of stock.
20. Wear goggles when operating machines that throw metal particles or chips.
21. Never light a match or use an open flame in the finishing room.
22. Place rags and paper that have been soaked with cleaning materials in a metal container with a tight-fitting lid.
23. Clean your brush and store it in your locker.
24. Students are warned not to use the metal-working machines until they have been given proper safety instructions by the shop instructor.
25. All safety guards must be kept in their proper position while machines are being operated.
26. Machines must be allowed to come to a dead stop before any adjustments are made.
27. Report all tools and machines that are not functioning properly to the instructor.
28. Use tools only for their designed purpose.
29. Develop a respect for tools and power machinery. They will serve you well if handled properly.

1-3-2 Rules for making introductions

1. If you are in a strange group, you should introduce yourself. The others probably feel as shy as you do.

2. When introducing a friend to your mother or father, say the older person's name first.
   "Mother, this is George Avery, who sits next to me in school."

3. When introducing a girl to a boy, say the girl's name first and then the boy's.
   "Sue, I would like for you to meet Jerry Snyder. Jerry, this is Sue Blake."

4. Even if the man is older, the woman's name comes first in the introduction.
   "Miss Wheeler, this is my father, Mr. Smith. Dad, meet my teacher, Miss Wheeler."

5. When introducing a girl to another girl or a boy to another boy, it does not matter which name you say first.

6. Whenever you introduce two people, it is helpful to give them a little information about each other so that they may have a starting point for conversation.

7. If you get confused about the rules for making introductions, use this rule-of-thumb as a guide: Determine quickly which of the two people you wish to honor or which has the more important position. Then say that person's name first.

1-3-3 Practice with introductions

Divide into groups of two or three and prepare the following situations to act out before the class:

1. You are answering a want ad for a mechanic. Introduce yourself to the employer.

2. You are walking down the street with your girl friend, and you meet your auto-mechanics teacher. Introduce them.

3. The commissioner of public safety is going to speak to your school safety council. Introduce him to the group.

4. Your parents have been invited to the school to have a conference with the principal. Introduce your parents to him.

5. Introduce your sister to your best friend.

6. Introduce your brother to your best friend.

7. You are a shop foreman. Introduce one of your mechanics to Mrs. Johnson, whose Ford needs new points and plugs.

8. Introduce your father to your best friend.

9. You are the chief mechanic in a large car dealership, and one of your workers has had an accident on the job. Introduce him to the safety officer who is to complete an accident report of the incident.

10. Introduce your boss to your girlfriend.

1-3-4 Preparing a talk

1. Determine your purpose and topic. First of all, you must know the purpose of your talk. Are you going to inform, explain, convince, entertain, or combine two or several of these purposes? Only when you know why you are going to talk will you be able to select the subject of the talk. Ask yourself these questions:
   A. Why was I asked to speak to this audience?
   B. What is the occasion and reason for this meeting?
   C. How long am I expected to talk?
   D. What does the group expect to gain from listening to me?
   E. What do I hope the audience will find valuable in listening to me?
   F. How can I capture the audience's interest?

   The answers to these questions will guide you in selecting a topic that will be timely and interesting.

2. Consider your audience. Who is your audience? What are their age range, sex, educational and social background, economic status, experience, and interests? A talk presented before one group may have little appeal for another. For example, a discussion of electronic computers that would be exciting to office workers might cause a group of plumbers and pipe fitters to go to sleep. Failure to know and to consider the audience might damage the effectiveness of the talk.

3. Limit your subject. Don't select a four-hour subject for a ten-minute speech! It is better to make two or three specific points in a talk, and do the job well, than to ramble on too broad a topic.

4. Collect and organize your materials. Collect much more information about your subject than you will use. Use 3-by-5 cards to jot down ideas as they occur. Use your own personal experiences; talk with people around you; read newspapers, magazines, and books. Take notes from as many sources as you can. As you organize the material you have collected, you will be able to select the most important ideas to include in your outline.

5. Prepare your outline. Remember the outline form learned in the eleventh grade unit; review if necessary.

6. Arouse and hold interest. How well you organize your outline and talk will determine your ability to successfully arouse and hold the interest of your audience.

7. Talk, don't read or recite. You should use your notes and/or your outline to present your ideas.

8. Practice, practice, practice. As you practice, try to anticipate the conditions of the actual talk. Imagine your audience in front of you. Stand erect and look at the audience. Talk loudly enough for the person in the farthest corner of the room to hear you. Practice in front of a mirror if you have one. Remember that practice helps to overcome fear.

1-3-4 Tips to talkers

1. Check your volume.

2. Keep your chin up.

3. Use a conversational tone.

4. Look at your audience.

5. Conceal your nervousness.

6. Break yourself of unpleasant mannerisms.

7. Use only the time allotted.

8. Observe how your audience reacts.

9. Make your last few words as important as your first.

1-3-6 Topics for talks

1. Costs of maintaining a safety program in a major car company
2. Safety indoctrination for new employees in an industry
3. Safety inspections: why and how?
4. What is "accident-prone"?
5. Kinds of fire extinguishers and their uses
6. Solvent hazards
7. Explosion hazards
8. Gravity causes injuries
9. Common industrial hazards
10. Safety devices on race cars
11. Safety devices on passenger cars
12. Gun safety
13. Driver education
14. Pedestrian safety
15. Bicycle and wheel-toys safety
16. The National Safety Council
17. Occupational diseases in industry
18. Dust explosion
19. Lead poisoning
20. Airplane instruments and safety devices
21. Boating safety
22. Airport safety
23. The U.S. Coast Guard
24. Emergency first aid in the shop

Activity 1: SENTENCE FRAGMENTS

Put a check before those numbered items that are not complete sentences. Rewrite the sentence fragments, making them sentences.

_____1. Although David was a top scholar and an outstanding athlete as well.

_____.

_____2. I shall go.

_____.

_____3. However he answers, he is still responsible for all the trouble.

_____.

_____4. We traveled all night. Arriving in Vancouver at dawn.

_____.

_____5. Working, working, working, all the livelong day.

_____.

_____6. Paradise Lake, which is one of the finest resorts in this area.

_____.

_____7. Through the first quarter of the nineteenth century, the Romantic poets including Wordsworth, Coleridge, Byron, and Keats.

_____.

_____8. He turned on his radio, getting only static.

_____.

_____9. The bridle path ran downhill for half a mile, then leveled out for a long stretch.

_____.

_____10. When you think you have had enough to eat.

_____.

_____11. Throw a little fertilizer over here. In this barren spot.

_____.

_____12. Where has he gone?

_____?

_____13. Where he has gone.

_____.

_____14. Smiling inwardly and feeling rather smug.

_____.

_____15. The first to know about the opening of the new student union.

_____.

_____16. If she isn't on time.

_____.

Activity 2: WORDS FREQUENTLY MISSPELLED

Complete the incomplete words in the following sentences:

1. The couple took their ma_____ge vows in a double-ring ceremony.
2. The scouts are fully equi_____and ready to go on their outing.
3. A serious accident o_____ed at Eighth Street and Market Avenue.
4. Both boys are st_____ng hard for their final exams.
5. He is making vacation plans even though the beg_____ng of the holiday is a long way off.
6. Follow directions and pro_____ with your work.
7. There are several plausible theories on the or_____ of the universe.
8. If Clem arrives in time, we shall not have to forf_____ the game.
9. We are all extra_____ pleased with your fine performance.
10. Bob Holland has been named tus_____ manager of the yearbook.

Complete the sentences below with the appropriate words from the following list:

acquainted	customs	librarian	receive
all right	disappoint	meant	roommates
belief	height	muscle	separate
ceiling	interest	opposite	usually

1. Northwest Passage by Kenneth Roberts will not_____ you if you like historical novels.
2. If that was _____ to be a joke, it certainly failed.
3. It will be _____ with me if you see my compass.
4. The class has studied the _____ of people of other countries.
5. Will you paint both the walls and _____ with a roller?
6. If Sheryl goes to the same college, she and I hope to be _____.

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

Activity 3: THE DEWEY DECIMAL SYSTEM

In what section of the library would you find the following books?

Example: Encyclopedia Americana
000-099 General Works

1. The Hunting Horn and Other Dog Stories - _____
2. Mental Illness - _____
3. Your (Name of your state) Government - _____
4. Westward Expansion: 1790-1850 - _____
5. The New World Cookbook - _____
6. Molecules to Galaxies - _____
7. Style Your Own Clothes - _____
8. A New Book of Mythology - _____
9. Elements of Biology - _____
10. The Oxford Book of American Verse - _____
11. The Autobiography of Mark Twain - _____
12. The Growth of the English Language - _____
13. A History of the Negro in America - _____
14. Problems in Faith - _____
15. Learn to Control Your Emotions - _____

INTRODUCTIONS NO. I

The girl's name should be mentioned first when introducing a boy to a girl.

Mary this is John Smith.
John, this is my friend, Mary Brown.

INTRODUCTIONS NO. 2

The <u>older person's name</u> is mentioned <u>first</u> when introducing an older and younger person.

"Mr. Older, I would like for you to meet my friend, Miss Younger.

INTRODUCTIONS NO. 3

When a boy is introduced to a boy of the same age (or a girl to a girl) mention either name first.

INTRODUCTIONS NO. 4

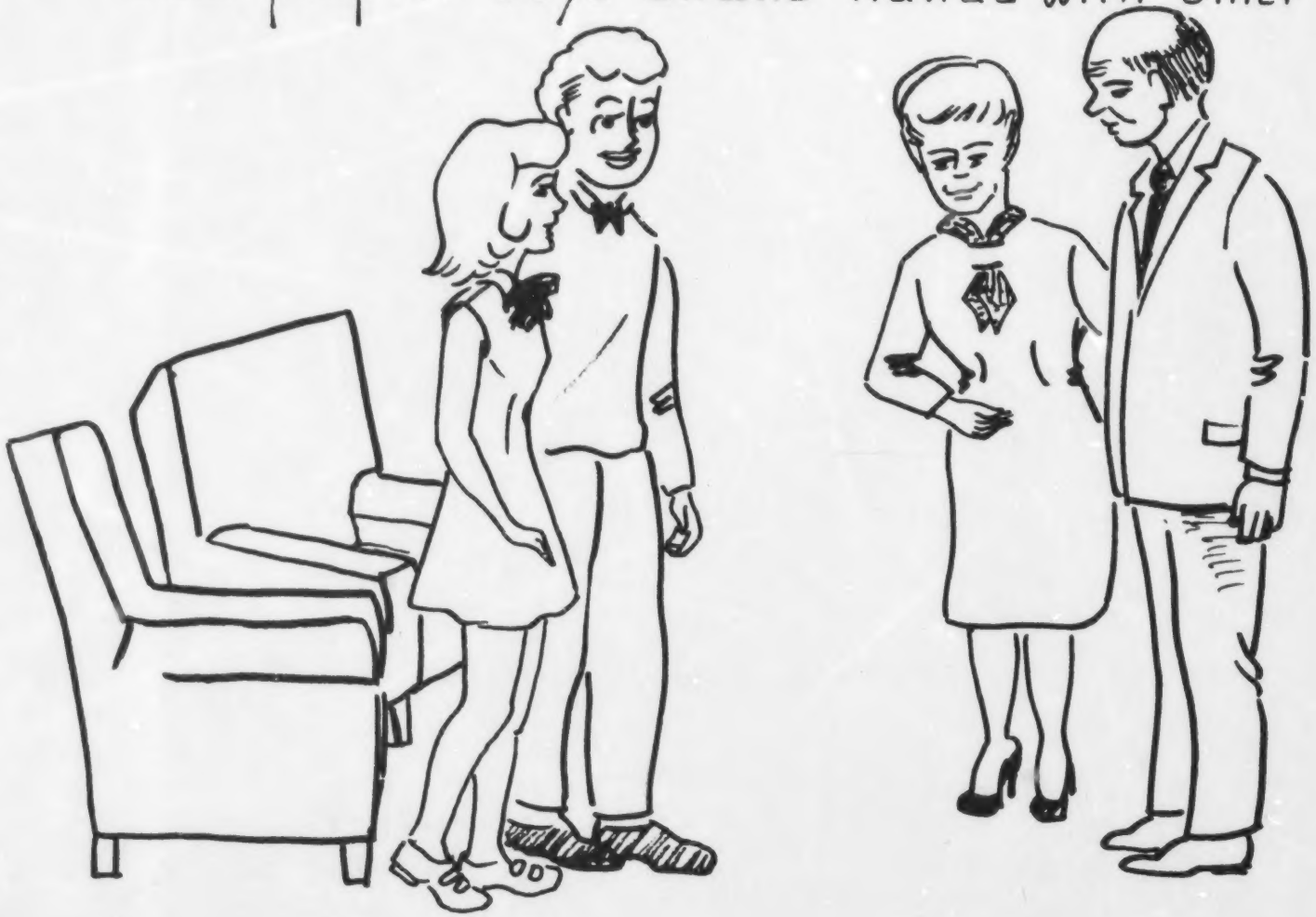
AVOID SLANG EXPRESSIONS

INTRODUCTIONS NO. 5

PROPER RESPONSES ARE SIMPLE AND FRIENDLY

INTRODUCTIONS NO. 6

A boy always rises for introductions. Girls only for older people. Boys shake hands with other boys.



Materials needed

1-1-1 Transparencies from the eleventh grade speaking and listening unit:
1-1-2 (1 transparency)
1-1-4 (12 transparencies)
1-1-5 (2 transparencies)
Handouts from the eleventh grade speaking and listening unit:
1-1-1, 1-1-3

1-1-3 Handout

1-1-5 Handout

1-1-6 Tape recorder

1-1-7 "General Precautions" list

1-2-1 Listener Profiles

1-3-1 Transparencies from the eleventh grade speaking and listening unit:
1-3-1 (4 transparencies)
1-3-3 (3 transparencies)
1-3-4 (1 transparency)
1-3-7 (2 transparencies)
Poster 1-3-9 from eleventh grade unit

1-3-2 Handout
6 transparencies

1-3-3 Handout

1-3-4 17 transparencies from eleventh grade speaking and listening unit
2 handouts

1-3-5 Dukane machine
Filmstrip-"Public Speaking: Basic Organization of a Speech"
(Kit #14)

1-4-1 Speaker Profiles

Additional Activities

Activity 1: Sentence Fragments

Activity 2: Words Frequently Misspelled

Activity 3: The Dewey Decimal System

1-2-1 What is Your Listener Profile?

	YES	NO	NOT SURE
1. Do I get ready to listen?	_____	_____	_____
2. Do I clear my mind of distractions?	_____	_____	_____
3. Do I adopt a positive attitude toward the speaker?	_____	_____	_____
4. Do I listen for key words and main ideas?	_____	_____	_____
5. Do I avoid interrupting the speaker?	_____	_____	_____
6. Do I avoid interrupting to correct the speaker?	_____	_____	_____
7. Do I pause to think about what he is saying?	_____	_____	_____
8. Do I let my prejudices interfere with my thinking?	_____	_____	_____
9. Do I listen with a purpose?	_____	_____	_____
10. Am I a courteous, attentive listener?	_____	_____	_____

1-4-1 What Is Your Speaker Profile?

	YES	NOT SURE	NO
1. Did he choose a topic of interest to the group?	____	____	____
2. Did he have an interesting opening sentence?	____	____	____
3. Did he have a positive attitude toward his talk?	____	____	____
4. Did he carefully weigh the amount of material he was to present?	____	____	____
5. Was his talk well organized?	____	____	____
6. Do you think he has practiced his talk aloud?	____	____	____
7. Did he begin his speech slowly and confidently?	____	____	____
8. Did he use any nonstandard English in presenting his talk?	____	____	____
9. Did he use at least one visual aid?	____	____	____
10. Did he emphasize the main points so the listener could get them easily?	____	____	____
11. Was his posture good?	____	____	____
12. Did he project his voice well?	____	____	____
13. Was his talk too long or too short?	____	____	____
14. Did he define terms that weren't clear to you?	____	____	____
15. Did he look at his audience while speaking?	____	____	____
16. Did he appear relaxed?	____	____	____
17. Was he enthusiastic?	____	____	____
18. Did he use interesting closing remarks?	____	____	____
19. Did he avoid sarcasm?	____	____	____

By using the above questions, how would you rank the speaker?

Excellent, good, fair, poor, extremely poor_____.

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DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT III

PARAGRAPHING

OVERVIEW : PARAGRAPHING

To communicate effectively with others one must be able to express oneself vividly by writing coherently and logically. Therefore, it is very important that high school students learn how to write effectively; it is through writing that communication is put into concrete terms.

This unit deals with the major aspects of paragraph writing: sentence structure, punctuation, capitalization, vocabulary, unity and coherence. This unit is not called a grammar unit because its basic goal is not just to teach the fundamentals of grammar but to enable the students to become more adept in building better paragraphs through the effectiveness of better sentence structure. Too many students mentally reject the writing of paragraphs and essays because too much emphasis is placed on the writer's knowledge of formal grammar.

The purpose of this unit is to teach the student to organize his thoughts and to think logically. If the student can obtain a writing confidence through this type of motivation, he then will be able to communicate well with others.

UNIT: PARAGRAPHING

1-0-0 (4,5, 10,11) At the end of the paragraph unit the students will demonstrate their knowledge of writing paragraphs and themes by writing, with 60% competence, a theme monitored by a set of guidelines and the AMSOC sheet.

1-1-0 Throughout the lessons the teacher will guide the class in a review of the basic sentence patterns, as evidenced by the project monitorial system.

1-1-1 Discern areas of weakness in usage by having a pretest.
1-1-2 Using a handout, review these basic sentence patterns: S-V, S-V-O, S-V-IO-O, S-LV-C.
1-1-3 As practice, students will write a paragraph showing a career interest. They will incorporate each of the basic sentence patterns at least once.
1-1-4 Students will exchange papers and identify the sentence patterns in one another's work.
1-1-5 Several sentences from these papers (1-1-4) will be put on the board for discussion of the sentence patterns.
1-1-6 Using the sentences from 1-1-5, identify adjectives, adverbs, and prepositional phrases.
1-1-7 Have a post test as a final review of sentence patterns.

1-2-0 Throughout the lessons the teacher will guide the class in a review of the basic sentence structures and types, as evidenced by the project monitorial system.

1-2-1 Using the chalkboard and handout 1-2-1 from eleventh grade unit, review simple, compound, complex, and compound-complex sentences.
1-2-2 Use handout 1-2-2 from the eleventh grade unit and the chalkboard to review declarative, exclamatory, interrogative, and imperative sentences.
1-2-3 Using the chalkboard and transparency, review dependent and independent clauses and phrases.
1-2-4 Final review
A. Sentence structure (handout)
B. Sentence type (handout)
C. Clauses (handout)
D. Phrases (handout)

1-3-0 Periodically, the teacher will issue review exercises involving all phases of capitalization and punctuation, as evidenced by the project monitorial system.

1-3-1 Review of periods and end punctuation
1-3-2 Review of commas
1-3-3 Review of quotation marks

1-3-4 Review of colons, semicolons, dashes, hyphens, italics, and apostrophes

1-3-5 Review of capitalization

1-3-6 Final review of capitalization and punctuation

1-4-0 During several class periods, the teacher will conduct a review of paragraph development during which the students will write paragraphs, as evidenced by the project monitorial system.

1-4-1 Using aids from the eleventh grade unit, review the topic sentence as a guide for unity, cohcrence, tone, and transitions.

1-4-2 Using poster as a visual aid, review the steps in building paragraphs.

1-4-3 Using given topic sentences, students will develop paragraphs showing application of the reviews (1-4-1 and 1-4-2).

1-4-4 Using the AMSOC sheet and teacher guidance, the students will evaluate one another's paragraphs from 1-4-3.

1-4-5 Review the different types of paragraphs, using aids from the the eleventh grade unit.

- A. Definitive
- B. Descriptive
- C. Comparison or contrast
- D. Cause and effect
- E. Illustrative

1-4-6 Students will write a paragraph of their choice, using 1-1-1 to 1-4-5 as a guide to good writing.

1-5-0 At the end of the paragraph lessons, the project teacher will issue AMSOC sheets to the students so they may, with guidance, evaluate one another's paragraph development.

1-6-0 During several class periods the teacher will lead the class in discussing the elements of theme writing and in doing the actual writing of two themes, as evidenced by the project monitorial system.

1-6-1 Class discussion of the handout "Guides for Writing a Theme"

1-6-2 View the series of filmstrips entitled "Composition" (D-16, D-17, D-18, D-19)

1-6-3 Read a prepared theme and discuss the following elements:

- A. Is there an introductory paragraph that catches attention, states the main idea, and indicates what is to follow?
- B. Does the theme have a purpose?
- C. Does each paragraph have a topic sentence?
- D. Point out some good transitions.
- E. Does the theme have unity?
- F. Is there coherence?
- G. What is lacking in this theme?
- H. Propose a title for this theme.

1-6-4 Using filmstrip kit #3-8, "Techniques of Theme Writing," as a discussion guide, clarify the techniques of theme writing.

1-6-5 The class members will choose a topic from a prepared list and write a theme using 1-6-1 as a guide.

1-6-6 Students will evaluate one another's work, using the AMSOC sheet and the teacher's guidance.

1-7-0 As a final test, the teacher will make the following assignment: Write an organized theme based on an outline. Use your best sentences, and watch capitalization and punctuation. Your topic may be chosen from the previous list (1-6-4), or it may be one of your own design.

1-7-1 Students will evaluate the final writing experience (1-7-0) using the AMSOC sheet, but the teacher will hold the final judgment.

ACTIVITIES

1-1-1 Pretest: sentence patterns (50 points)

Label the underlined words and phrases in the following sentences. Use the following labels:

S (subject)	ADJ (adjective)
V (verb)	ADV (adverb)
LV (linking verb)	P (prepositional phrase)
O (direct object)	C (complement)
IO (indirect object)	VP (verbal phrase)

1. Four bolts were needed for the job.
2. Kevin doesn't get along well with the other boys.
3. Needles and thread are handy to have around.
4. Phil and I were on the same bus.
5. Only one of the models has been built.
6. Why weren't you more careful?
7. Where were you when the bell rang?
8. In the yard were loads of gravel, sand, and cement.
9. Nick's story doesn't make sense to me.
10. There are twenty-five students in the shop class.
11. Not enough students want success.
12. The owner gave Joe a tip for his good effort.
13. To succeed one must work willingly.
14. Batteries are sets of one or more electric cells.
15. Race car drivers seldom drive recklessly on our public highways.
16. The horn on a car is used for a warning system.
17. The most popular combustion chamber in auto mechanics is the wedge.

1-1-2 Review of the basic sentence patterns

1. S-V (subject-verb)

The horns blew.
S V

2. S-V-O (subject-verb-object)

That new mechanic snapped two cables.
S V O

Engine parts supply the necessary friction.
S V O

3. S-V-IO-O (subject-verb-indirect object-direct object)

The starter gave the racers a signal.
S V IO O

Every morning the airplane mechanics union sent the workers fresh donuts.
S V IO O

4. S-LV-C (subject-linking verb-complement)

The engine appears new.
S LV C

That cam shaft was too rusty.
S LV C

1-1-7 Post test: sentence patterns (56 possible)

Label the underlined words and phrases in the following passage. Use lables for subjects, verbs, linking verbs, direct objects, indirect objects, complements, adjectives, adverbs, and prepositional phrases.

The engine is the power plant of the automobile. The heart of the engine is an assembly of basic mechanical parts. The mechanical parts need help from other systems to furnish power. The fuel, ignition, lubricating, cooling, and exhaust systems give this help. This means that the power plant of the American automobile is an assembly of mechanical parts which is helped by five systems that we have mentioned.

We have learned about two types of engines, the L-head and the I-head. We name these engines in this manner because of the position of the valves. This controls the shape of the combustion chamber. We assemble the valves in the L-head engine in the cylinder block. The combustion chamber is shaped roughly like the letter L.

We assemble the valves in the I-head engine in the cylinder head. The combustion chamber is generally shaped like the letter I.

Through the years, automobile manufacturers have taken these two popular types of engines and made them into many different sizes and shapes. They have made in-line engines, V-shaped engines, and even flat or pancake engines. Today at least one manufacturer of cars makes an engine with the camshaft mounted above the cylinder head. It really doesn't make any difference where the camshaft is mounted in the engine. It still does the same job.[1]

---

[1] Automobile Engine Basic Parts

1-2-4 A Sentence Structure

Determine which sentences are simple, compound, complex or compound-complex by filling in the appropriate blanks.

1. Many methods have been used to locate cylinders._____
2. Transmission gears are made of high quality steel._____
3. A car may be taken out of overdrive in three ways._____
4. As the pump discharges oil into the vanes of the turbine, the force of the oil tends to turn the turbine._____
5. The job that I want is located in Natchitoches Parish._____
6. This car is newer, but that one is a better buy._____
7. The headlights blinded me for a moment, and I swerved off to the side of the road._____
8. When the car finally rolled to a stop, we scrambled out of the front seat, and the officer came to our rescue._____
9. Because I had arrived early, I thought that the unemployment line would be small, but hundreds of people were there ahead of me._____
10. When Joe filled out his job application, the foreman laughed because of his inability to write._____
11. Business is better because employees are working harder._____
12. As John had feared, the car doors had been locked._____
13. Of the different types of cars in America, this one has proved best. _____
14. If Fred had gone to the race track tonight, he surely would have taken the girls._____
15. The windshield of the car had cracked, and Pete had no insurance. _____
16. Cars cost money, and money is hard to earn._____
17. If women were the only drivers permitted on the road, the problem of crowded highways would be solved._____

1-2-4 A (continued)

18. Companies are beginning to stop producing convertibles now because air-conditioning is a must._____

19. I have an uncle who belongs to that famous Edsel Club in Indiana.

_____

20. The one-hundred-lap race was won by a fellow from Hot Dog, Mississippi.

_____

1-2-4 B

SENTENCE TYPES

Determine which sentences are declarative, imperative, exclamatory or interrogative. Place your answers in the blanks provided.

1. Who won the drag race at the fair grounds last weekend?_____
2. Vocational education has created many new opportunities for high school graduates._____
3. Tom has proven to be the best auto-mechanic student in the class._____
4. Many people want jobs of which they can be proud._____
5. Report to the employment agency immediately after school today._____
6. Who wants to work for a living rather than loaf?_____
7. That was a tremendous race at the track last night!_____
8. What type of spark plug would you like installed?_____
9. Please sign your name at the bottom of each job application._____
10. The best mechanic in the world is only as good as his reputation._____
11. English is a necessity to a person no matter what vocation he chooses._____
12. Come to my office if you wish to see your grade average._____
13. Do English and auto mechanics relate to one another?_____
14. Too many of today's youths wait too late to decide upon a vocation._____
15. Did you see the results of that overturned bus?_____
16. Not enough people want to broaden their educational backgrounds anymore._____
17. The annual death rate caused by automobile accidents increases each year._____
18. Did you know more people have been killed riding horses than driving cars?_____

19. The need for good mechanics increases in relation to the output of new cars._____

20. What a terrible accident that was!_____

Now write one example of each of the four different types of sentences.

A. (declarative)_____

_____

B. (imperative)_____

_____

C. (exclamatory)_____

_____

D. (interrogative)_____

_____

1-2-4 C Clauses

In the following sentences, place one line under the dependent clauses and two lines under the independent (main) clauses. Remember: the main clause is one which can stand alone.

1. When the man returned to the gas station, he paid the mechanic for the work.

2. Anyone who knows about safety realizes the importance of good brakes.

3. When Bill applied for the job, he made mistakes in his written application.

4. After his boss had heard of the complaints from his customers, he questioned Joe about his attitude.

5. Although Bill's parents wanted him to go to college, his main ambition was to work as a mechanic.

6. This is the old track where Mario first raced in Pennsylvania.

7. I remember the time when people laughed at the "new" Edsels.

8. The guest speaker was Mark Donohue who won this year's "500" at Indianapolis.

9. An alternator is an electric generator which produces alternating current.

10. An air cleaner is a device which filters foreign particles from the atmosphere.

1-2-4 C (continued)

Write two sentences illustrating a noun clause used as a direct object.

A. _____.

_____.

B. _____.

_____.

1-2-4 D Phrases

Underline the prepositional phrases in the following sentences; then tell if they are used as adjectives or as adverbs.

1. The old man could only work during the afternoon._____
2. The damaged car was placed in the junk yard._____
3. The mechanic in the back room is my uncle._____
4. A gallon of gasoline costs too much nowadays._____
5. A machine in good condition requires much work and sweat._____

Underline the participial phrases in each of the following sentences. In the blank provided, write the word or words which that phrase modifies.

1. Exhausted by the hike, we tried resting every twenty minutes on the way home._____
2. Running to the motorcycles, the contestants began the race._____
3. Jumping for joy, the winner was mobbed by admirers._____
4. Fixing the old engine, the mechanic encountered relatively little trouble._____
5. Holding the wrench securely, the student followed the teacher's instructions._____

Underline each gerund phrase in the following sentences; then tell how each is used.

1. Following directions is the key for proper maintenance._____
2. By working hard, the student made it through school._____
3. Rotating tires allows for better tire mileage._____
4. Changing fan belts is a tedious task._____
5. Balancing tires will mollify the vibrations of the car._____
6. His favorite pastime is tinkering with old jalopies._____
7. Bill likes watching car races on Friday nights._____
8. By adding a new fuel ingredient, Fred got better mileage on long trips._____

1-2-4 D (continued)

Underline the infinitive phrases in the following sentences. Tell if that phrase is used as a noun, adjective or adverb.

1. Many people in school do not have time to waste._____
2. To work as a good mechanic takes years of training._____
3. The new graduate was asked to join the staff of one of the leading service centers in town._____
4. His lifelong desire was to be the best._____
5. He struggled to get the job._____

Write an original sentence illustrating each of the four types of phrases.

A. (prepositional)_____

_____

B. (participle)_____

_____

C. (gerund)_____

_____

D. (infinitive)_____

_____

1-3-1 Review of periods and end punctuation

Supply the necessary periods and end punctuation in the following sentences. Then write **the rule which explains why you punctuated the sentence as you did.**

1. Mr Burns ordered his service manual COD, but it was sent to Dr Jones's house

2. Where is the airplane hangar

3. Look out for that piece of glass

4. I live at 700 College Ave, Natchitoches, La 71457

5. Can you understand problem no 17 on p 231

6. I can't believe I ate the whole thing

7. We started to work at 9:00 P.M.

8. There was a fire in the basement of the Commerce Bldg on Mon, May 6

9. Have you ever felt like a failure

10. The 2:30 train arrived at 2:35 A.M., didn't it

1-3-2 Review of commas

Supply needed commas in the following sentences. Write the rule which explains each comma use.

1. You can write to him at this address:
   Mr. Byron Nichols Chrysler Motors Corporation
   P. O. Box 1086 Detroit Michigan 48231.

2. There was a shortage of wrenches sockets and pliers in the shop.

3. I understand Mr. Marco that you are unhappy with the performance of your lawnmower.

4. It is in our opinion a wise choice to stay in school.

5. On Tuesday July 25, 1972 John made his first solo flight.

6. Goodness how time does fly when you're having fun.

7. Joe's grades improved one letter; Jim's two letters.

8. "I don't like dirt bikes" said the Hell's Angel "because they aren't fast enough."

9. On the office door was the impressive title: Odell Fern Attorney at Law.

10. For various good reasons we have decided to change our style of mufflers.

1-3-4 Review of colons, semicolons, dashes, hyphens, italics, and apostrophes

Supply the needed marks of punctuation in the following sentences:

1. We studied the fated Titanic and learned that there were some survivors.
2. I chose to follow a career in aircraft my brother studied electronics.
3. For this repair job we will need the following items copper wiring, pliers, tweezers, and rubber cement.
4. Its a shame that your sister dropped out of school.
5. My brother in law is a mechanic in an airplane factory a fact which is surprising, considering his musical background.
6. The peoples choice was not the elected candidate.
7. Have you read Dons book, The Catcher in the Rye?
8. I believe youre the chain saw salesman, arent you?
9. Under the oil pan lay the pliers behind the battery was a roll of tape.
10. Is this yours or his? Oh, its mine!

1-3-5 Review of capitalization

Rewrite the following sentences, capitalizing where necessary.

1. we feel that many americans have undergone a change in their attitude toward cars.

2. in natchitoches, the chevrolet dealer is bill lowrey chevrolet.

3. chrysler motors corporation reserves the right to make price changes from time to time.

4. the dodge company will send you a copy of the recent booklet, guidelines to safe and carefree camping.

5. on labor day we heard a speech by a member of the u.s. labor relations board.

6. "motorcycle safety" was the topic of a talk given to us by chief of police Harry Hyams.

7. it was on saturday morning in spring that he discovered his love for mechanics.

8. the foreman said, "take this car to 124 choctaw lane, and deliver the keys to professor andrew crowell."

9. by february 1, the students had completely rebuilt a wrecked ford mustang.

10. there is a good book in the library called how to repair your foreign car.

11. at a regular meeting last monday afternoon, the centerville town council voted to outlaw the use of the centerville airport as a public drag strip.

12. dick van dyke was in a movie called the love bug, a story about a talking volkswagen.

13. our letter to the automobile manufacturer's association in detroit, michigan, was closed with "very truly yours, the auto mechanics club."

14. marty found that automobile prices varied in different sections of the country; in the north, the cars were cheaper than in the west.

15. trying out our sporty alfa romeo convertible, we toured yellowstone national park and then headed west to las vegas.

16. the automobile historical society asked our club to do some library research about henry ford.

1-3-5 (continued)

17. we filled our car with gulf no-nox.

18. "look, lady," the mechanic explained, "we can't fix the brakes unless you leave the car here all day."

19. the latest issue of hot rod gives detailed instructions on how to build a volkswagen dune buggy.

20. this is the last sentence.

1-3-6 Final review of capitalization and punctuation

Supply all needed punctuation and capitalization.

1. there was a shortage of nuts bolts and screwdrivers in the shop

2. please send the muffler c o d

3. the total price of the volkswagen was $234972

4. dear sir

   i am grateful for your cooperation
   may I hear from you again soon

   sincerely yours

5. no there is no train leaving at 725 p m

6. finish your job it is necessary that you do so

7. he was on the other hand a good worker

8. pam left for detroit michigan last saturday night

9. the mail was delivered promptly however phillip did not receive his wiring diagram

10. john a morris is president of american motors

11. nonsense the old lady protested you must hear that rattling noise

12. mother was asleep on the couch dad in the chair and the dog in the corner

13. the truck weighed 2444 pounds

14. he departed april 14 1966 for an unknown destination

15. your method promotes efficiency of engine-fuel distribution doesn't it

16. the purse was hers but the car keys were his

17. herman got paid for only five days work

18. i studied pages 25 26 31 and 32 of the repair manual

19. these machines are used for the following duplicating material mimeograph multigraph and ditto

20. this city bank and trust checkbook is yours

1-4-3 Practice in paragraph development

Choose one of the following topic sentences and develop a paragraph of four to six sentences.

1. There are three basic types of fire extinguishers.
2. I didn't know about safety hazards in the shop until my accident last year.
3. My best friend has a fantastic jalopy.
4. Home accidents sometimes cannot be prevented.
5. Girls are more accident-prone than boys.
6. Wearing a helmet when riding a motorcycle is a good idea.
7. Safety belts are dangerous.
8. I will probably go right to work after I finish high school.
9. Traffic signals are always slowing me down!
10. It was a stormy night, and I realized I had left the top down on my old convertible.
11. Why are school safety rules necessary?
12. There are several improvements that would make school more pleasant for me.
13. There is no such thing as absolute freedom.
14. Living in the country is safer than living in the city.
15. I do (or do not) like living in Natchitoches.
16. If a fire occurred in your home, would you know what to do?
17. Sometimes used cars are more economical to buy than new cars.
18. Football is really a safe sport.
19. Flying an airplane is just as safe as driving a car.
20. I could never have gotten my driver's license without my dog!
21. I was so embarrassed yesterday.

1-6-1 Guides for writing a theme

1. Select a subject that you know. Be able to write about it fully, interestingly, and purposefully.

2. Decide on the purpose of your theme: to amuse, to persuade, to surprise, to teach, or to create a mood.

3. Make sentence notes or jot down key words of all the ideas that you have on your chosen topic. Arrange the notes into an outline according to some definite order.

4. Work carefully on the first paragraph. It should arouse interest at once on the subject of the theme. It should make clear your subject and purpose.

5. Work on each paragraph as if it were a single assignment. Develop each topic sentence thoroughly after stating it or leading up to it.

6. Emphasize the main idea in a climax. Then, in your conclusion, tie up all the main ideas.

7. Use links, or transitional expressions, to make the movement of thought smoother. Such links might be words or phrases such as then, too, in contrast, or in addition.

8. Test your theme for unity, coherence, and emphasis.

9. Proofread your work, correcting errors and revising sentences where necessary.

10. Devise a title that will stir curiosity.

1-6-3 Theme

No cars ever built were as brilliantly original as the early Lanchesters, nor was there ever a motorcar engineer as brilliantly original as their designer, Frederick Lanchester.

Lanchester, born in 1868, had the kind of mind that is excited by many things. As early as the 1890's, he delved into the mysteries of heavier-than-air flight. He interested himself in optics and photography, in music and poetry. In addition, when he set his mind to designing a motorcar, he did it in his own unique way, owing nothing to what others had done before.

There really hadn't been much done before, because Lanchester was already designing a car as early as 1894. But in a day when other designers were concerned with making improvements on Daimler's motorized horse-carriages or Benz's belt-driven tricycles and quadricycles, Lanchester struck out along a unique course of his own.

In company with his brother George, Fred Lanchester built two experimental machines which incorporated his advanced ideas on what a motorcar should be. In 1899, the second of these won a special gold metal for running 68 miles at an average speed of 26 miles per hour in the Richmond trial. It wasn't until 1901, however, that an actual production Lanchester took to the Queen's highway, for Fred Lanchester was a perfectionist who didn't start building cars for sale until an entire system of production had been worked out. He was the first to insist on fully interchangeable parts, before Henry Leland of Cadillac, who is usually credited with this, and long before Henry Ford. To this end it was necessary to design

and build specialized machine tools, go and no-go gauges, special jigs, and all the devices which other manufacturers did not find necessary until, years later, they turned to mass production.[2]

---

[2] Stein, Ralph. The Great Cars.

1-6-4 Topics for Themes

My First Date

My First Job

My Most Important Decision

My Most Embarrassing Moment

My Narrowest Escape

How I Learned to Drive a Car

My Idea of a Perfect School

If I Had Only Three Days to Live

My Hobby and Why I Like It

Being Lonesome

Things I Could Get Along Without

Full Moon

Night Shift

My Room

The Local Policemen

The Great Lover

My Favorite Teacher (Relative, etc.)

Brothers Under the Skin

Pet Peeves

Bargain Shopping

New Brooms Raise a Greater Amount of Dust

How to Take Good Snapshots

How to Keep Friends

A Modern Invention

How I Would Change Present Traffic Laws

There Ought To Be A Law

Roadside Advertising

Religion and Life

The Right To Strike

Why I Want To Be A Mechanic

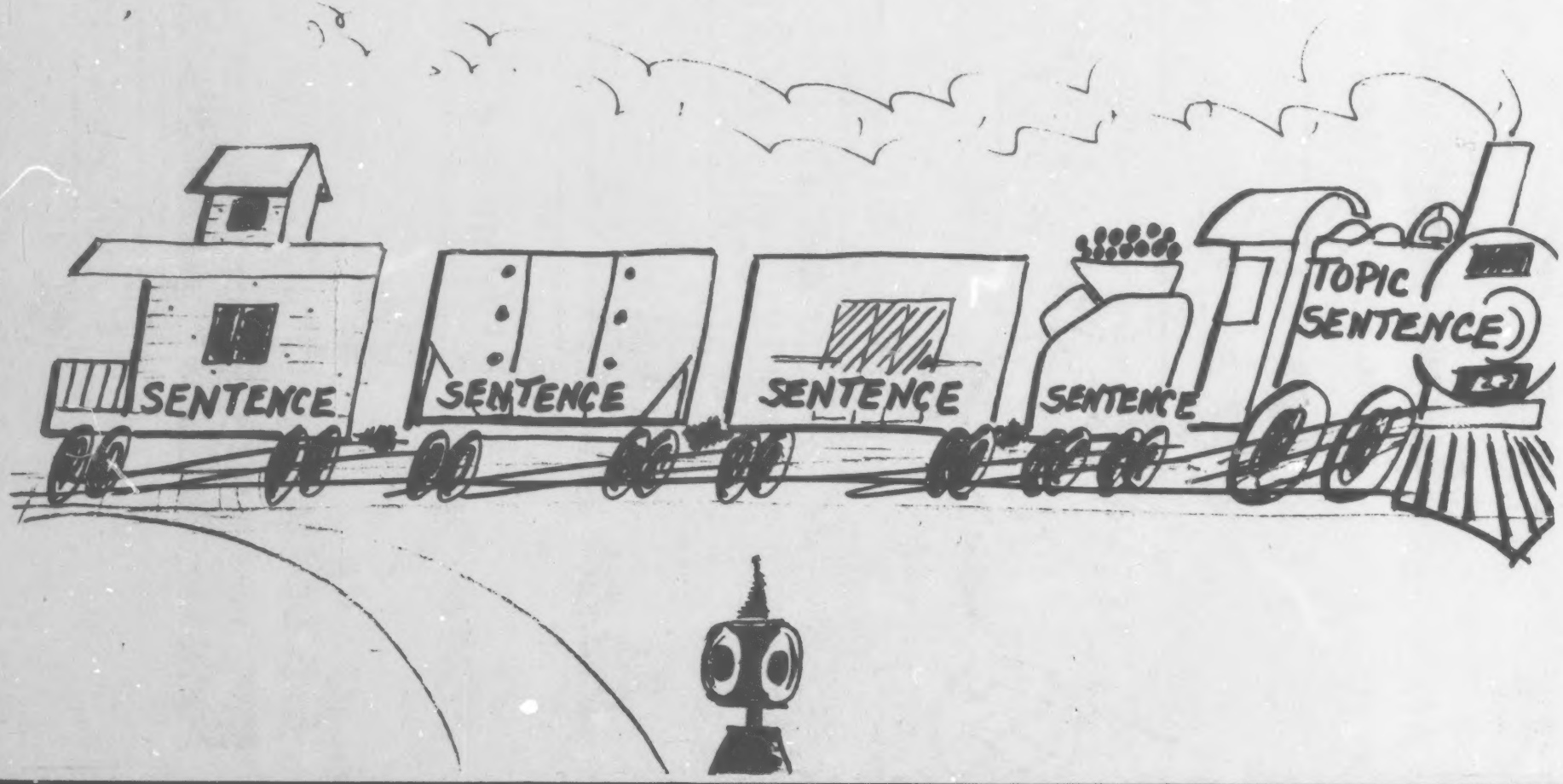
INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

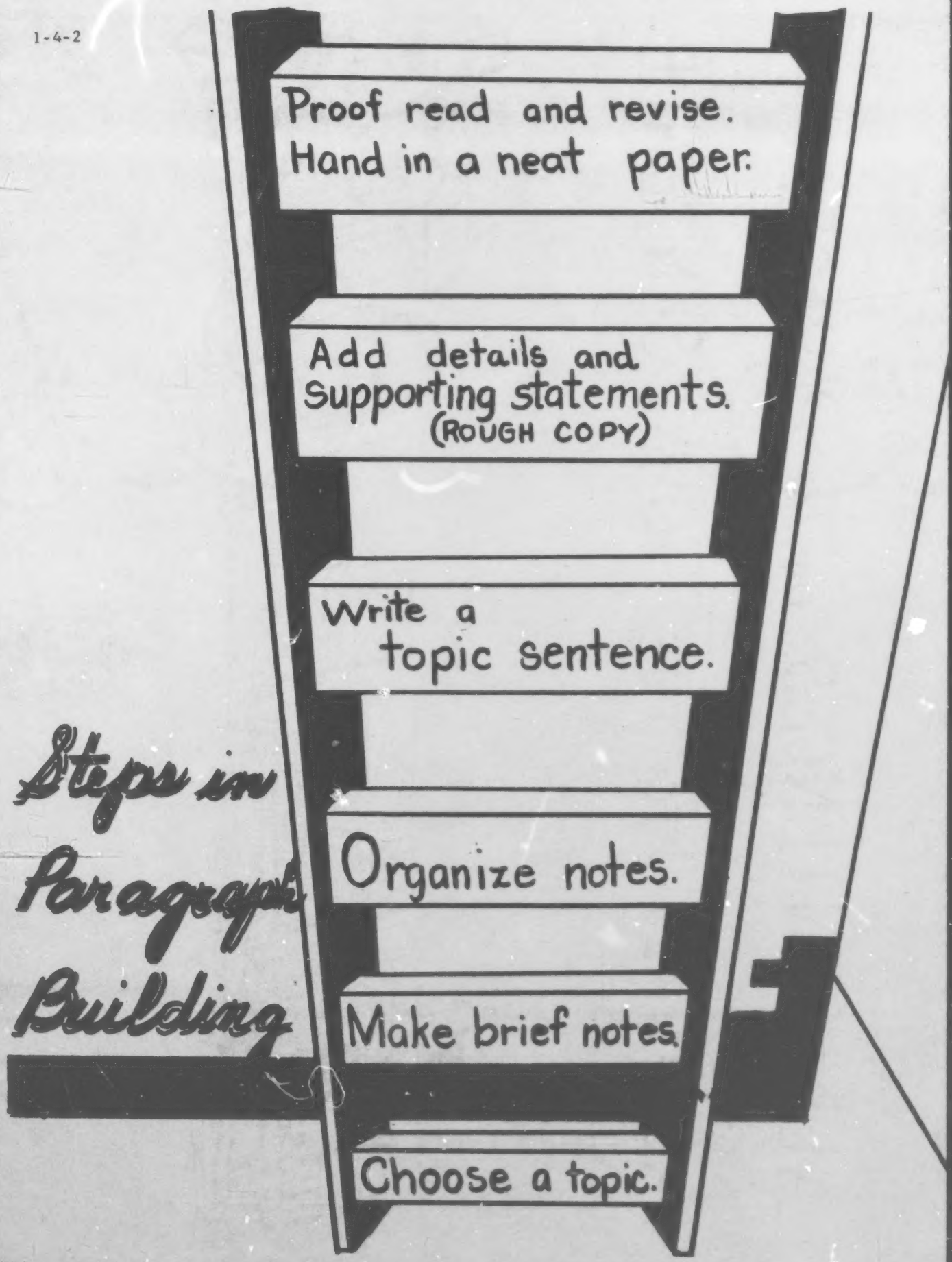
4-1 Poster

ALL SENTENCES IN A PARAGRAPH ARE LINKED TO THE TOPIC SENTENCE



1-4-2

Steps in Paragraph Building



Materials Needed

1-1-1 Handout: pretest

1-1-2 Handout

1-1-7 Handout: post test

1-2-1 Handout 1-2-1 from eleventh grade unit

1-2-2 Handout 1-2-2 from eleventh grade unit

1-2-3 Transparency

1-2-4 Handouts A, B, C, D

1-3-1 Handout 1-6-4 from eleventh grade unit
Handout 1-3-1

1-3-2 Handout 1-6-6 from eleventh grade unit
Handout 1-3-2

1-3-3 Handout 1-6-11 from eleventh grade unit
Handout 1-3-3

1-3-4 Handouts 1-6-9, 1-6-12, 1-6-13 from eleventh grade unit
Handout 1-3-4

1-3-5 Handout 1-6-1 from eleventh grade unit
Handout 1-3-5

1-3-6 Handout

1-4-1 Handouts 1-4-1 (A) and (B) from eleventh grade unit
Bulletin board 1-4-2 from eleventh grade unit
Handout 1-4-3 from eleventh grade unit
Poster 1-4-1 (train)

1-4-2 Poster 1-4-2 (ladder)

1-4-3 Handout

1-4-4 AMSOC sheet as used in eleventh grade unit

1-4-5 The following handouts from the eleventh grade unit:

A. 1-4-7
B. 1-4-10
C. 1-4-12, 1-4-14
D. 1-4-16, 1-4-17
E. 1-4-20

1-6-1 Handout

1-6-2 Filmstrips series "Composition"
D-16 "Organizing an Outline"
D-17 "Writing an Opening Paragraph"
D-18 "Writing Paragraphs"
D-19 "Editing and Rewriting"

1-6-3 Handout

1-6-4 Dukane machine
Filmstrip Kit #3-8 "Techniques of Theme Writing"
3-8A "Methods of Beginning a Theme"
3-8B "Methods of Arranging Paragraphs in a Theme"
3-8C "Transitional Devices in the Theme"
3-8D "Methods of Ending a Theme"

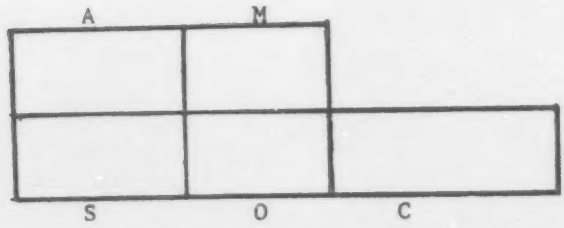
1-6-5 Handout

1-6-6 AMSOC sheet as used in eleventh grade unit

1-7-1 AMSOC sheet as used in eleventh grade unit

1-5-0 Guide for grading themes and paragraphs.

AMSOC SHEET



Each square equals 4 points with a total of 20 points.
4-excellent
3-good
2-fair
1-poor

A-Appearance
1. Neatness
2. Correct form
3. Correct margins
4. Correct identations

M-Mechanics
1. Capitalization
2. Punctuation
3. Spelling
4. Hyphenation

S-Sentence Structure
1. Fragments
2. Run-on sentences
3. Grammar essentials
4. Subject-verb agreement

O-Organization
1. Word choice, imagery
2. Logical arrangement
3. Order with - in the sentences
4. Types of sentences-natural or inverted order

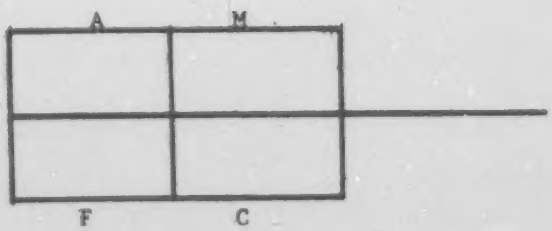
C-Content
1. Originality
2. Completeness

Grading Scale
Themes, paragraphs, etc.

A (19-20)
B (17-18)
C (15-16)
D (13-14)
F (12-0)

Outline

A-Appearance
B-Mechanics
F-Form
C-Content



Grading Scale
Outline

A (15-16) C (11-12)
B (13-14) D (10-8)
F (0-7)

BIBLIOGRAPHY

Carbin, Richard K. and others. Guide to Modern English 10. Dallas: Scott, Foresman and Company, 1960.

Glenn, Harold T. Glenn's Auto Repair Manual. New York: Clinton Books, 1966.

John, Mellie and others. The New Building Better English 10. Elmsford, New York: Harper and Row, 1961.

_____. The New Building Better English 11. Elmsford, New York: Row, Peterson, and Company, 1961.

Jochen, Albert and Benjamin Shapiro. Vocational English 2. New York: Globe Book Company, 1969.

Stein, Ralph. The Great Cars. New York: Gossett and Dunlap, 1967.

Stewart, Marie M. and others. Business English. New York: McGraw-Hill, 1967.

Stork, Martin W. Auto Mechanics Fundamentals. South Holland, Illinois: Goodheart-Willcox Company, 1969.

Warriner, John E. and others. English Grammar and Composition II. New York: Harcourt, Brace, and World, Inc., 1963.

Encyclopedias

"Automobiles," World Book (1972 ed.), A(1), 920-921.

"Carburetor," Encyclopedia Britannica (1966 ed.), IX, 886.

Pamphlets

"Cricket, The," Chrysler, Plymouth Motor Company, Detroit: p. 4.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT IV

RESEARCH

OVERVIEW: RESEARCH

The purpose of research is to discover, investigate, and interpret facts and then revise these findings in an organized summation suited not only to inform the reader but also to interest him. To be resourceful within the classroom involves all the necessary writing skills which have been developed by the power mechanics student throughout his academic career.

The need for good punctuation, capitalization, diction and grammar is evident throughout this research unit. These needs, however, are academic. The student must also learn to discipline himself in the task of preparing a well-organized and well-written paper. The student not only makes use of knowledge he has gained in the past but also accepts the responsibilities which coincide with the writing of a good research paper.

UNIT: RESEARCH IN POWER MECHANICS

1-0-0 (4,5, 10,11) At the end of the unit on research, power mechanics students will demonstrate their knowledge of the researching and writing of a well-developed and informative paper by satisfactorily meeting the demands of that paper as stated by the classroom teacher.

1-1-0 During several class periods, the teacher will explain the techniques involved in beginning a research paper as evidenced by the project monitorial system.

- 1-1-1 Discussion of topics
  - A. Choosing a topic
  - B. Limiting a topic
- 1-1-2 Compiling a working bibliography
- 1-1-3 Researching in the library
- 1-1-4 Making bibliography cards
- 1-1-5 Explaining the use of footnotes
- 1-1-6 Making note cards

1-2-0 Throughout the research unit the teacher will monitor the researching of the chosen power mechanics topics within the classroom and the school library.

1-3-0 During several class periods, the teacher will instruct the power mechanics students in the writing of a rough draft of their research papers as evidenced by the project monitorial system.

- 1-3-1 Creating an outline
  - A. Topic outline
  - B. Sentence outline
- 1-3-2 Correcting a faulty outline
- 1-3-3 Writing the rough draft
- 1-3-4 Proofreading the rough draft
- 1-3-5 Revising the rough draft
- 1-3-6 Making a final bibliography

1-4-0 During two class periods the teacher will instruct the power mechanics students in the writing of a final copy of their research papers as evidenced by the project monitorial system.

- 1-4-1 Writing the final copy
- 1-4-2 Handing in of research materials

1-5-0 At the end of the research unit the teacher will collect, score and compile results in reference to the students' ability to write a research paper correctly and neatly as evidenced by a summary report of testing results.

ACTIVITIES

1-1-1 Choosing a Subject

1. Choose a subject that really interests you but about which you still can learn much.

2. Choose a subject that is not too broad. For example, "The Automobile Industry" as a subject covers far more territory than you can treat in a research paper of some 5,000 words. "Automobiles Before 1900," on the other hand, is limited and specific.

3. Choose a subject not too difficult, one about which you can find material in popular magazines or in books aimed at the general reader.

4. Choose a topic that has some interest for the average reader.

GUIDES TO THE FORM OF A WORKING BIBLIOGRAPHY

1. Use ruled cards, 3 x 5 inches.
2. Make a card for each book, bulletin, article, pamphlet, or interview.
3. Arrange the cards in alphabetical order.
4. The information placed on these cards will later go into your final bibliography.

Card For a Book, Pamphlet or Document

Greenleaf, Walter James

Occupations and Careers. New York: McGraw-Hill Book Co., 1955.

Has interesting material but statistics are outdated.

371.42
G

Card for a Magazine Article

Adams, Nathan M.

"Hitchhiking--Too Often the Last Ride."
Reader's Digest, Vol. 103 (July 1973), 61.

Card for An Encyclopedia Article

"Eclipses in History." Encyclopedia Britannica,
1963 edition , VII, 909-12.

1-1-4

GUIDES FOR FINDING BIBLIOGRAPHY MATERIAL

1. Consult first of all general references, such as encyclopedias.
   (a) If your topic is a narrow one, look under a related, broad topic.
   (b) Look in the index volume for additional references for a subject.
   (c) Read carefully to get a general background for your subject.
   (d) Make a bibliography card for each source that you read.

2. Look in special reference books for additional sources that you may want to consult.

3. Talk to your librarian. She may refer you to other guidebooks and bibliographies.

4. Make full use of The Reader's Guide.

5. Use the card catalouge.

6. Make out cards for pamphlets and bulletins.

7. Make out cards for interviews.

SAMPLE FOOTNOTES

1. A book with a single author:

[1]Northrop Frye, Anatomy of Criticism: Four Essays (Princeton: University Press, 1957), p. 52.

[2]Frye, pp. 345-47.

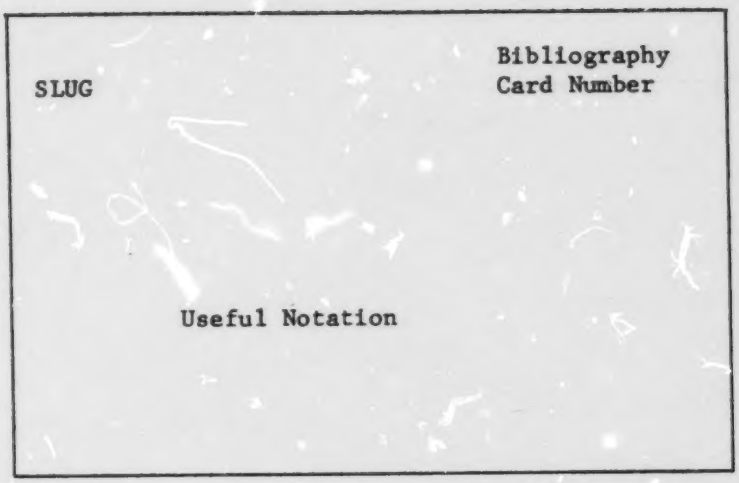
2. A piece from a monthly magazine:

[3]Irving Howe, "James Baldwin: At Ease in Apocolypse," Harper's, Sept. 1968, pp. 92-100.

3. A piece from an encyclopedia:

[4]"Vocational Guidance," The World Book Encyclopedia, 1972, 20, 350.

Use a 4 x 6 inch notecard.



1-3-1 A

TOPIC OUTLINE

I. Main point

   A. Subpoint of I

   B. Subpoint of I

      1. Detail of B

      2. Detail of B

II. Main point

   A. Subpoint of II

      1. Detail of A

         a. Detail of 1

         b. Detail of 1

      2. Detail of A

   B. Subpoint of II

III. Main point

SENTENCE OUTLINE

I. This is a main point.

   A. This is a subpoint of I.

   B. This is a subpoint of I

      1. This is a detail of B.

      2. This is a detail of B.

II. This is a main point.

   A. This is a subpoint of II.

      1. This is a detail of A.

         a. This is a detail of 1.

         b. This is a detail of 1.

      2. This is a detail of A.

   B. This is a subpoint of II.

III. This is a main point.

1-3-2 Correct the following outline. Circle the errors; then correct them.

Outline

I. Main point.

A. Subpoint of I.

B. Subpoint of I.

1. detail of A

2. detail of A

II. Main point.

A. Subpoint of II.

1. detail of A

a. detail of 1.

b. detail of 1.

2. detail of A.

B. Subpoint of II.

III. Main Point.

What type of outline is this?_____ _____

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

MATERIALS NEEDED

1-1-1	Handout
1-1-2	Handout
1-1-4	Handout
1-1-5	Handout
1-1-6	Handout
1-3-1 A	Handout
1-3-1 B	Handout
1-3-2	Handout

EVALUATION

RESEARCH PAPER

BIBLIOGRAPHY

The MLA Style Sheet, Second Edition. The Modern Language Association of America: 1970.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT V

LETTER WRITING AND JOB APPLICATION

OVERVIEW: LETTER WRITING AND JOB APPLICATION UNIT

Getting a job often depends upon the applicant's skills in letter writing and completing application forms. The letter of application is frequently the first communication between applicant and employer; therefore, it is important to be able to write an informative, concise, and correct letter to establish a favorable first impression. The skills involved in writing business letters of all kinds are varied. The student must have a foundation in spelling, punctuation, and usage, as well as a thorough knowledge of the purpose of the letter, the intended recipient, and letter-writing protocol.

In the twelfth grade the students realize that they are getting closer to the world of work, and they need practice in applying for jobs. They need opportunities to start personal data files, to read and to answer want ads, to fill out applications, and to be interviewed. Guest speakers from the business world can motivate students by letting the students know what employers are seeking from job applicants.

This unit deals with the real world of writing business letters and applying for jobs. Career education means more than training to be a mechanic or a secretary; it means developing a socially acceptable attitude and a workable means of communication.

UNIT: LETTER WRITING AND JOB APPLICATION

1-0-0 (4,5,6, 7,8,9, 10,11) At chosen intervals of the letter writing and job application unit, the students will demonstrate their knowledge of language arts skills by writing different types of letters with at least 80% accuracy, using teacher-pupil made tests and unmailable-letter lists as guides.

1-1-0 The project teacher will give to each student a list of items that make a letter unmailable; this list will be one of several guides used in monitoring students' letters throughout the units.

1-1-1 Using previous knowledge, review by having students list on the board reasons why people write letters.

1-1-2 To add to review, use the set of transparencies, "That First Impression" and "Seven C's of a Good Business Letter." Discuss such questions as (1) What does a letter reveal about its sender? (2) What is "tone" in a letter? (3) Why should letters be written in ink?

1-1-3 Give to each student the list of unmailable letters; discuss this with the class.

1-1-4 Use the kit, "Letter Writing," and the film, "Eight Parts of a Business Letter," to review letter parts and forms.

1-1-5 Review letters of order, acceptance, and request.

1-1-6 Students study references concerning letters of application.

1-1-7 As a class or small-group project, make a class poster of items to be included in "Letter of Application." (Guide to Modern English 10, p. 252, is an excellent source.)

1-1-8 Bring to class and read the want ads from several different newspapers.

1-1-9 Choose an ad related to power mechanics; answer it.

1-1-10 Using poster (1-1-7) and unmailable-letter list as guides, have students evaluate letters (and teacher to assist.)

1-2-0 The project teacher will discuss letters of acknowledgment and appointment with the students. They will be given letters to write and will score by using the lists for unmailable letters and good letter forms as their basic guides.

1-2-1 Use several books from the bibliography and study letters of acknowledgment.

1-2-2 After studying letters of acknowledgment, choose one of the following and answer. Make up an address.

A. Acknowledge receiving an important business paper.

B. Express thanks to a person for $8.96, even though the payment was six months overdue.

C. Write a letter offering to be of further service to a customer.

1-2-3 Class evaluation of acknowledgment

1-2-4 Use references from bibliography and study letters of appointment.

1-2-5 Write a letter accepting an appointment with Mr. Joe Archer, President of J. C. Whitney & Co., 1826 Evans Street, Chicago, Illinois 60616.

1-2-6 Use letter guides and evaluate.

1-3-0 Upon completion of several blocks of teaching "Problems of the Interviewee," the teacher will have the students satisfactorily complete different forms they are apt to encounter during an interview.

1-3-1 Plan and go on a field trip to the social security office.

1-3-2 Discuss aptitude tests with students.

1-3-3 Students examine aptitude tests. Teacher will give students an aptitude test.

1-3-4 Fill out applications for employment.

1-3-5 Invite a guest speaker to talk on the topic, "Communication in Securing and Holding a Job."

1-3-6 Study personal-data-sheets information (Ch. XI, Business Communication by W. Himstreet and W. M. Baty); discuss.

1-3-7 Use transparency as a guide for personal-data-sheet; have students begin their own sheet for future use.

1-3-8 View filmstrips:
A. "Your Job Interview"
B. "Getting and Keeping Your First Job"

1-3-9 Secure a business man to be a guest and have him interview two students for jobs. Work with the Radio-TV class on this activity and have them video-tape the interviews.

1-3-10 Play back the video-tape; have class critique each interview.

1-3-11 Class discussion of critiques

ACTIVITIES

1-1-3 UNMAILABLE LETTERS

1. Mispelled word.
2. Word divided incorrectly at end of line.
3. Transposition of words.
4. Letter too high on page.
5. Letter too low on page.
6. Letter too far to the right of page.
7. Letter too far to the left of the page.
8. Messy erasure or hole in paper.
9. Material omitted or changed that obviously alters meaning.
10. Omission of date line.
11. Omission of title (Dr., Mr., Mrs.,) in inside address.
12. Omission of return address. (Applies only when letterhead is not used.)
13. Abbreviations for directions in inside address (N. for North).
14. Abbreviations for type of thoroughfare (St. for Street).
15. Incorrect punctuation marks for saluation and complimentary close. (comma or colon after saluation and no punctuation after complimentary close.)
16. Right margin too ragged or uneven--more than six spaces between longest line and shortest line of body. (A short line at the end of a paragraph is acceptable.)
17. Elimination of punctuation marks between two independent clauses joined by a conjunction.
18. Elimination of comma after introductory clause ("if", "when", and others).
19. Elimination of comma between words in a series.
20. Elimination of apostrophe to show possessive (man's car).
21. Omission of enclosure notation when needed.
22. Omission of the zip code.

1-3-3 ANALOGIES

Directions: In each of the following analogies the first two words compared are related to each other in some way. The same kind of relationship should exist between the second pair of words. You are given the first word of the second pair; select one of the lettered words to complete the pair. Indicate your selection by writing the letter in the blank at the end of the line.

ANSWERS

1. THROW is to CATCH as SEEK is to (A) HIDE, (B) PEEK, (C) FIND, (D) SEARCH....._____

2. ADD is to SUBTRACT as RAISE is to (A) SALARY, (B) EXPENSE, (C) LOWER, (D) RETRACT....._____

3. TEN is to HUNDRED as EIGHT is to (A) SIXTEEN, (B) EIGHTEEN, (C) SIXTY-FOUR, (D) ONE HUNDRED EIGHTY....._____

4. CLERK is to OFFICE as COOK is to (A) KITCHEN, (B) SEW, (C) STOVE, (D) WAITRESS....._____

5. TELEPHONE is to HANDWRITING as DICTOGRAPH is to (A) TELE-TYPEWRITER, (B) TELAUTOGRAPH, (C) DICTAPHONE, (D) TYPEWRITER_____

6. COOPERATION is to HELPFULNESS as ARBITRATE is to (A) RETIRE, (B) INTERCEDE, (C) CONTROVERSY, (D) DISCUSSION....._____

7. TWENTY-ONE is to THREE as FORTY-NINE is to (A) SEVEN, (B) NINE-TEEN, (C) NINE, (D) THIRTY-SIX....._____

8. A SQUARE is to an OCTAGON as FOUR is to (A) THIRTY-SIX, (B) SIXTEEN, (C) FORTY-EIGHT, (D) EIGHT....._____

9. COTTON is to WOOL as FLAX is to (A) SILK, (B) LINEN, (C) HEMP, (D) NYLON....._____

10. A CENTURY is to a DECADE as a MILLENIUM is to (A) AN ERA, (B) A CENTURY, (C) AN ORBIT, (D) A DECLINE....._____

11. A MONARCH is to an ATTENDANT as a FOREMAN is to (A) A MANAGER, (B) A BOSS, (C) A SUBORDINATE, (D) AN EMPLOYER....._____

12. ONE FOOT is to TWELVE INCHES as ONE SQUARE FOOT is to (A) TWELVE SQUARE INCHES, (B) TWELVE SQUARE FEET, (C) FORTY-EIGHT INCHES, (D) ONE HUNDRED FORTY-FOUR SQUARE INCHES....._____

13. SIX is to THREE as $\frac{2}{4}$ is to (A) $\frac{2}{8}$, (B) $\frac{4}{8}$, (C) $\frac{8}{16}$, (D) $\frac{1}{8}$....._____

ANSWERS

14. ELEPHANT is to LARGE as THUNDER is to (A) LIGHTNING, (B) INJURE, (C) RAIN, (D) LOUD....._____

15. BANK is to CHECK as POST OFFICE is to (A) CLERK, (B) POSTAL SAVINGS, (C) STAMPS, (D) MONEY ORDER....._____

16. THERMOMETER is to TEMPERATURE as CLOCK is to (A) TIME, (B) MINUTE, (C) HANDS, (D) ELECTRICITY....._____

17. DIME is to SILVER as PENNY is to (A) MINT, (B) GOLD, (C) COPPER, (D) COIN....._____

18. ISLAND is to OCEAN as LAKE is to (A) SEA, (B) BOAT, (C) LAND, (D) SHORE....._____

19. PEDESTRIAN is to PATH as AUTOMOBILE is to (A) GARAGE, (B) SIDEWALK, (C) SAND, (D) ROAD....._____

20. DOG is to HEN as KENNEL is to (A) STABLE, (B) COOP, (C) PEN, (D) PIG....._____

21. LIQUID is to SYPHON as SMOKE is to (A) FIRE, (B) FLUE, (C) STOVE, (D) FLAME....._____

22. EMINENT is to COMMON as FREQUENT is to (A) OFTEN, (B) RARE, (C) LOWLY, (D) REPETITION....._____

23. VERTICAL is to HORIZONTAL as UPRIGHT is to (A) PROSTRATE, (B) INCLINED, (C) HONORABLE, (D) PLANK....._____

24. SHOVEL is to GROUND as OAR is to (A) WATER, (B) BOAT, (C) WOOD, (D) WET....._____

25. TODAY is to YESTERDAY as PRESENT is to (A) SUBSEQUENT, (B) PREVIOUS, (C) TOMORROW, (D) SECONDARY....._____

Pages 115-16 omitted due to copyright restrictions. "Personal Data Sheet" from Marie M. Stewart et al, Business English and Communication, Dallas: McGraw-Hill Book Co., 1967, p. 441.

ADDITIONAL ACTIVITIES

1. Write a public service announcement: The local radio station has allowed you one minute for advertising the mechanics shop where you are employed. Write the advertisement to be presented over the air.

2. You are the boss at the Buick Company. One of the newer workers came to work unshaven, wearing soiled clothes and an unbottoned shirt. You have one minute to discuss this improper grooming incident with him. Prepare your speech; now role play this incident.

3. You overheard a new "parts man" at a motorcycle shop faithfully promise a customer that the latter's new head light would be in the next day. You know the part is not to be sent for a week. How can you convey the correct information to the customer without causing the new clerk to lose face?

7. The _____ recommended A _____Peace, a novel by John Knowles.

8. Glenn pulled a _____ as he was running the 440.

9. I know the theme of that movie will _____ you.

10. The museum is now open and ready to _____ visitors.

11. What's the difference in the_____of the two boys?

LETTER WRITING: ADDITIONAL ACTIVITY (I)

Word Usage

This exercise concerns words which are frequently used with no respect for their proper meaning. To ignore the real meaning of a word and to ascribe to it another meaning is to poison the well of English words. Each of these words has its proper meaning: elegant means tasteful and highly refined; gorgeous means ornate and richly colored.

Use a dictionary to learn what the other words listed below mean:

-I-

nice	swell	marvelous	wonderful	slick
grand	cute	splendid	fine	magnificent

-II-

A. Defend the following sentences:

B. Improve the following sentences:

1. The party was grand because all the guests were nice and the dresses of the girls were magnificent.

2. The sunset was gorgeous; the prevailing color was red, but my eye was not nice enough to distinguish between the various shades.

3. Isn't it elegant that Harry won the first prize?

4. I know that you will not agree with me, but I think that her speech was wonderful.

-III-

The adverbs awfully, horribly, terribly, frightfully, and terrifically should not be used in the sense of "very"; however, "very" is often overworked. Improve the wording of the following sentences. (Do not use "very").

1. He is an awfully nice fellow, and his wife is swell; you will enjoy meeting them and seeing their baby, which is terribly cute.

2. It was terrifically hot in London.

3. She is frightfully nice.

-IV-

Improve the following sentences:

1. We figure that if we had caught hold of the rope as he fell overboard, he would have had a pretty good chance of being saved.

2. She literally swept the room with her eyes.

ACTIVITY TWO

Analogous Relationships

Read each sentence. Think how the words in the boxes are related. Find a word in the WORD BOX that will be related to the underlined word in the same way. There are more words in the WORD BOX than you will need. Write the one that fits best.

1. Lightning is to bolt as thunder is to _____.
2. Bonus is to reward as demerit is to _____.
3. Casual is to formal as courteous is to _____.
4. Crane is to hoist as axle is to _____.
5. Lush is to barren as enthusiasm is to _____.
6. Ripple is to billow as whimper is to _____.
7. Modest is to conceited as smooth is to _____.
8. Flesh is to decay as gasoline is to _____.
9. Mate is to wharf as conductor is to _____.
10. Pebble is to boulder as twig is to _____.
11. Crisp is to soggy as foreign is to _____.
12. Drawl is to speech as mince is to _____.
13. Trumpet is to valve as guitar is to _____.
14. Abrupt is to sudden as slake is to _____.
15. Buzzard is to devour as dynamite is to _____.
16. Forge is to anvil as chimney is to _____.
17. Salary is to employee as ransom is to _____.
18. Sculptor is to statue as composer is to _____.
19. Calendar is to reference as ambulance is to _____.
20. Simmer is to boil as scorch is to _____.

WORD BOX

domestic	revolve	cleft	opera	explode	fret
singe	bought	gracious	apathy	clap	char
quench	engine	penalty	fumes	conveyance	demolish
evaporate	lair	fuel	depot	gnarled	hospital
captor	remainder	gait	flue	curt	wail

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

SEVEN C's
of
A GOOD
BUSINESS
LETTER
CLEAR
C
CORRECT
CONVERSATIONAL
CONSTRUCTIVE
CONSIDERATE
CONCISE
C
COURTEOUS
C

CLEAR

1. EVERY STATEMENT IS EASILY UNDERSTOOD AND IMPOSSIBLE TO MISUNDERSTAND
2. AVOID LONG, INVOLVED SENTENCES
3. AVOID FLOWERY LANGUAGE
4. SIMPLICITY AND DIRECTNESS OF EXPRESSION ARE THE BEST GUARANTEES OF CLEARNESS.

PLAN YOUR LETTER: KNOW WHAT YOU WANT YOUR LETTER TO DO.

UNLESS YOU KNOW EXACTLY WHAT YOUR PURPOSE IS, YOUR READER WON'T GET THE MESSAGE.

DON'T THROW THE BOOK AT YOUR READER. HAVE A CENTRAL IDEA. PUT IT DOWN CLEARLY AND SIMPLY. FORGET YOURSELF. USE FAMILIAR WORDS. AVOID ALL TECHNICAL JARGON.

LIKE APPLE PIE, PEOPLE PREFER FAMILAR WORDS. THEY'RE COMFORTABLE.

1-1-2 C

CORRECT

1. CHECK ALL FACTS FOR ACCURACY.
2. VERIFY ALL NUMBERS AND AMOUNTS.
3. BE SURE THE READER'S NAME IS SPELLED CORRECTLY.
4. CHECK THE APPEARANCE OF THE MESSAGE. IS IT CLEAN, WELL-SPACED? IS IT FREE OF GRAMMATICAL ERRORS?

DON'T LET YOUR READER "TRIP OVER" ERRORS. THEY CAN BE BOTH IRRITATING AND EMBARRASSING. THEY ARE COSTLY TO LOOK FOR AND COSTLY TO CORRECT.

ERRORS BLOCK THOUGHT FLOW

TINY ERRORS MAY GROW INTO TOWERING TROUBLES

CONVERSATIONAL

LISTEN AS YOU WRITE. PUT IT DOWN JUST AS YOU HEAR IT, IN YOUR OWN WORDS. YOU WILL BE WRITING IN A NATURAL, CONVERSATIONAL WAY. YOU WILL BE SPEAKING WHEN YOU WRITE. AND YOUR READER WILL HEAR YOU.

TALK TO YOUR READER THE WAY YOU WOULD IF YOU WERE ENJOYING A COKE WITH HIM. TRY IT; YOUR LETTERS WILL HAVE RHYTHM AND PEOPLE WILL ENJOY READING THEM.

WHEN YOU WRITE, COMMIT YOURSELF. DON'T LET A COLD, IMPERSONAL STYLE SMOTHER YOUR PERSONALITY.

Letters without personality are like sand swirling across the desert. The words get into your eyes, but they stop there, only to irritate.

1-1-2 E

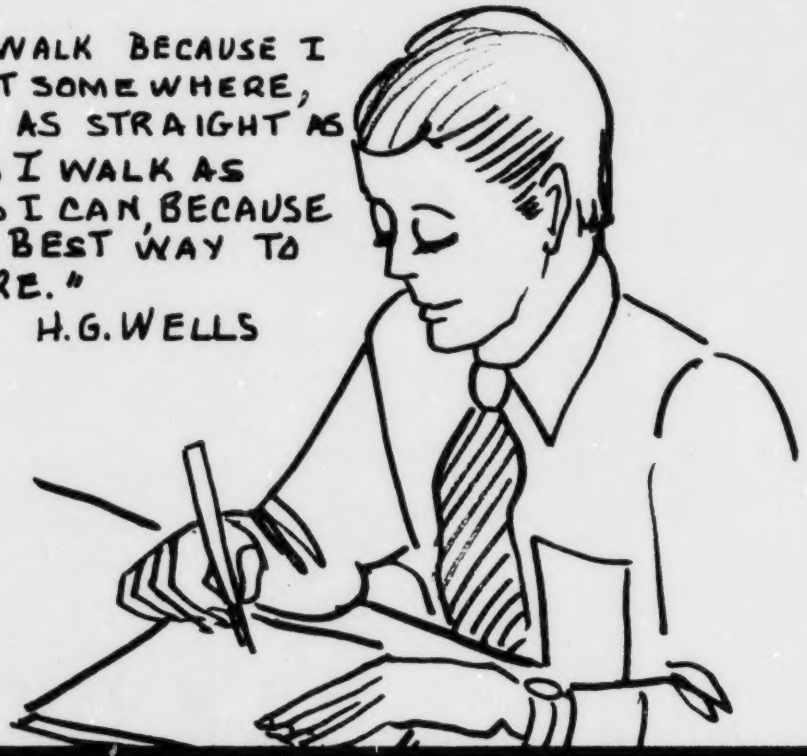
CONSTRUCTIVE

WRITE FOR ONE READER, NOT A CROWD. WHAT DOES HE WANT TO KNOW? WHAT DO YOU WANT TO TELL HIM? KNOW EXACTLY WHY YOU ARE WRITING.

WHEN IT IS NECESSARY TO SEND DISAPPOINTING NEWS, LET THE WARMTH OF UNDERSTANDING REFLECT FRIENDLINESS.

"I WRITE AS I WALK BECAUSE I I WANT TO GET SOMEWHERE, AND I WRITE AS STRAIGHT AS I CAN, JUST AS I WALK AS STRAIGHT AS I CAN, BECAUSE THAT IS THE BEST WAY TO GET THERE."

H.G. WELLS



CONSIDERATE

CUSTOMS CHANGE, BUT THOUGHTFULNESS AND CONSIDERATION NEVER GO OUT OF STYLE.

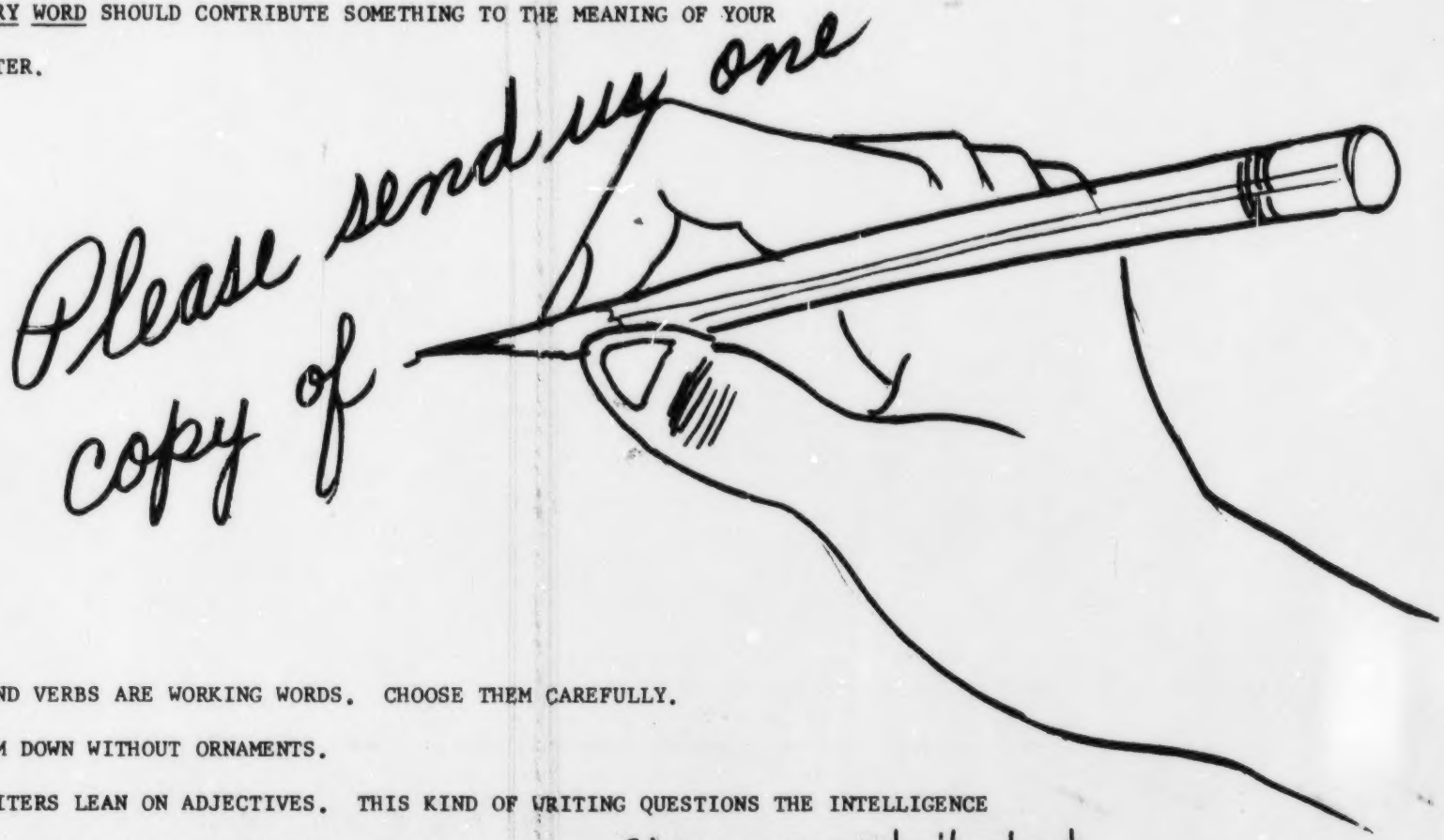
TWO UNFORGIVABLE SINS ARE: (1) FAILURE TO ACKNOWLEDGE LETTERS THAT OUGHT TO BE ANSWERED, (2) AND AN INEXCUSABLY LONG DELAY IN ANSWERING A REQUEST FOR INFORMATION.

1. BE SURE YOUR LETTER CONTAINS NO SUGGESTION OF A CRITICAL OR SUPERIOR ATTITUDE TOWARD THE READER.
2. BE TACTFUL.
3. BE HELPFUL IN ANY WAY POSSIBLE.
4. COOPERATION ALWAYS WINS THE READER'S CONFIDENCE AND GOODWILL.

1-1-2 G

CONCISE

1. GET RIGHT TO THE POINT.
2. AVOID USING NEEDLESS WORDS.
3. WATCH OUT FOR EMPTY PHRASES AND IRRELEVANT DETAILS.
4. EVERY WORD SHOULD CONTRIBUTE SOMETHING TO THE MEANING OF YOUR LETTER.



NOUNS AND VERBS ARE WORKING WORDS. CHOOSE THEM CAREFULLY.

SET THEM DOWN WITHOUT ORNAMENTS.

WEAK WRITERS LEAN ON ADJECTIVES. THIS KIND OF WRITING QUESTIONS THE INTELLIGENCE OF READERS, REFLECTS THE WRITER'S LACK OF

Strong men don't shout.

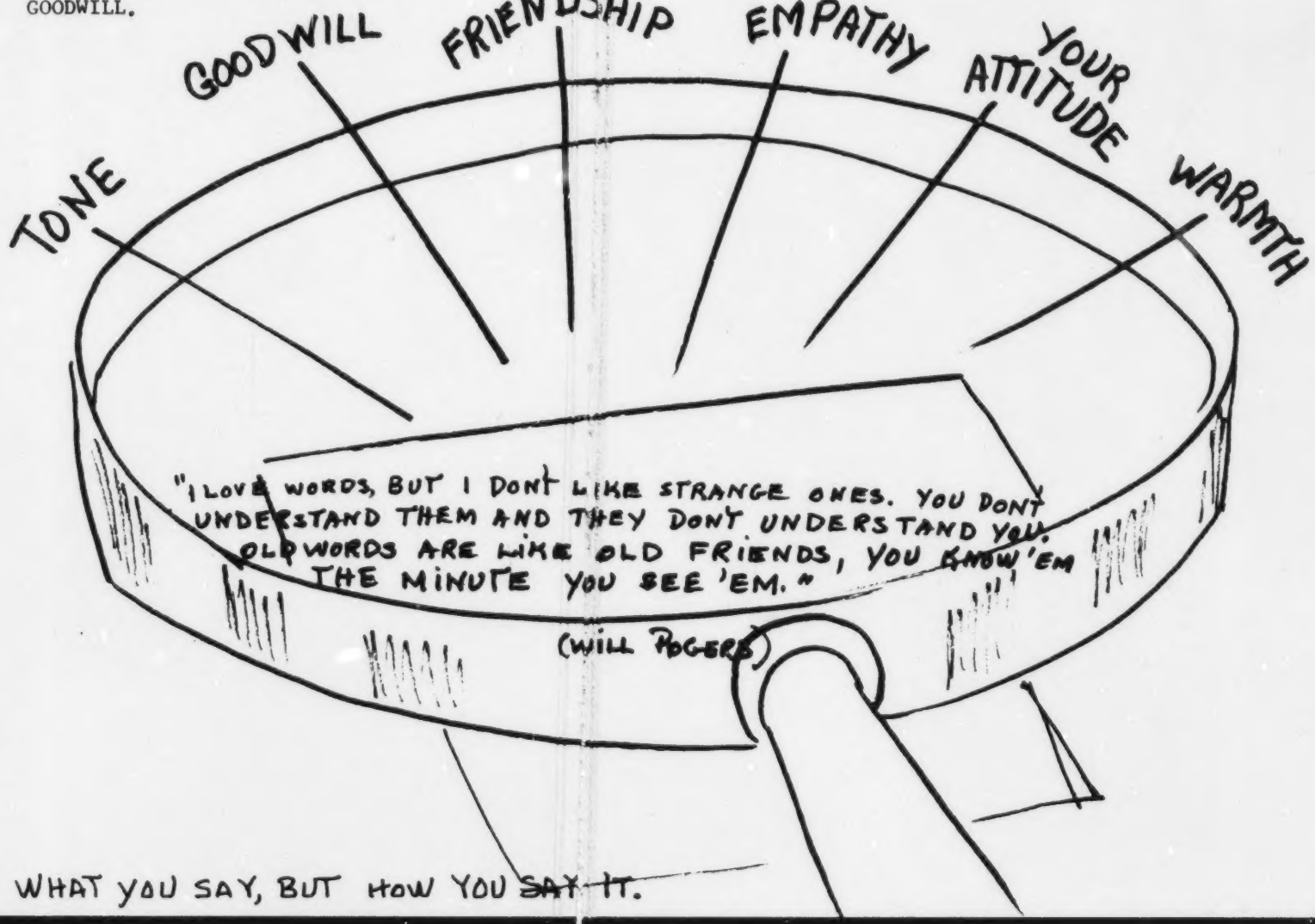
1-1-2 H

COURTEOUS

1. NEVER WRITE A LETTER THAT YOU WILL FIND THE NEED TO APOLIGIZE FOR.

2. THE WAY YOU WRITE SHOWS HOW YOU FEEL. RESPECT YOUR READER AND RESPECT YOURSELF. NO ONE EVER LOWERED HIMSELF BY SAYING "PLEASE." NO ONE HUMBLES HIMSELF WHEN HE SAYS "THANK YOU."

3. LET YOUR LETTERS BE PASSPORTS TO GOODWILL.


TONE
GOODWILL
FRIENDSHIP
EMPATHY
YOUR ATTITUDE
WARMTH
"I LOVE WORDS, BUT I DONT LIKE STRANGE ONES. YOU DONT UNDERSTAND THEM AND THEY DONT UNDERSTAND YOU. OLD WORDS ARE LIKE OLD FRIENDS, YOU KNOW 'EM THE MINUTE YOU SEE 'EM."
(WILL ROGERS)

IT ISN'T WHAT YOU SAY, BUT HOW YOU ~~SAY~~ IT.

MATERIALS NEEDED

1-1-2 Sets of transparencies
A. "That First Impression"
B. "Seven C's of a Good Business Letter"

1-1-3 Handout 1-2-2 from eleventh grade unit

1-1-4 Letter Writing Kit, 373.6 W
Film, "Eight Parts of a Business Letter"

1-1-7 Materials for poster

1-1-8 Want ads from several newspapers

1-3-2 Copies of aptitude tests for discussion and test

1-3-3 Handout: Evaluation

1-3-4 Application forms of various types

1-3-5 Guest speaker and materials he needs

1-3-7 Transparency on data sheet

1-3-8 Filmstrips: "Your Job Interview"
"Getting and Keeping your First Job"

1-3-9 Guest speaker and materials he needs

1-3-10 Video-tape

1-4-0 Ink pens for essay test

1-1-3

UNMAILABLE LETTERS

1. Mispelled word
2. Word divided incorrectly at end of line
3. Transposition of words
4. Letter too high on page
5. Letter too low on page
6. Letter too far to the right of page
7. Letter too far to the left of the page
8. Messy erasure or hole in paper
9. Material omitted or changed that obviously alters meaning
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18. Elimination of comma after introductory clause ("if", "when", and others)
19. Elimination of comma between words in a series
20. Elimination of apostrophe to show possessive (man's car)
21. Omission of enclosure notation when needed
22. Omission of the zip code

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DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

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1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT VI

ORAL COMPOSITION

ACTIVITIES

Pages 141-146 from The New Building Better English 12 omitted due to copyright restrictions.
"The Reader's Guide", Hints for Choosing a Topic, Limiting the Subject, Deciding on a Purpose, Evaluation, The Discussion Outline,

OVERVIEW: ORAL COMPOSITION

In the world today, effective oral communication is a necessity if one expects to advance in his field of work. Oral communication includes the skills of speaking, listening, organization, and often researching materials.

Many high school students have not successfully developed all of these skills due to the fact that they have communicated only with parents, neighbors and friends. Therefore, it is the purpose of this unit to further develop good oral communication habits.

It is not a difficult task to find advice on how to communicate. There are many books written on the subject. Of course, those many books are not alike, but they do agree on one thing, that is--to be a success, one must be understood!

In this oral composition unit, the students, with the teacher's guidance, will choose topics of interest and use all skills necessary in effective communication to organize and present their talks to the class for evaluation.

If the students are able to do this assignment, then they are able to make themselves understood.

UNIT VI: ORAL COMPOSITION

1-0-0 (4,5, 10,11) At the end of the oral composition unit, the students will demonstrate their ability to present their ideas of self-expression through organization, creativeness, and perseverance at an 80% accuracy of a teacher-made student performance check list.

1-1-0 During several class periods, the teacher will emphasize the importance of obtaining good organization throughout the oral composition program as evidenced by the project monitorial system.

1-1-1 Review handout 1-1-2 from eleventh grade oral composition unit.

1-2-0 During several class periods the teacher will assign certain individuals to give oral presentations concerning power mechanics as evidence of the skills acquired in their speaking and listening unit.

1-2-1 Review handout 1-2-1 from eleventh grade oral composition unit.
1-2-2 Review handout 1-2-2 from eleventh grade oral composition unit.
1-2-3 Spend forty-five minutes in library choosing a subject and checking out appropriate materials.
1-2-4 Spend time in classroom reading materials from the library.
1-2-5 Give oral presentations concerning topic, not over two minutes in length.
1-2-6 Students evaluate presentations by using handout 1-2-4 from eleventh grade oral composition unit.

1-3-0 During several class periods the teacher will review the definition of the term "discussion" and explain to the students the different types of discussions as evidenced by the project monitorial system.

1-3-1 Review handout 1-3-1 from eleventh grade oral composition unit.
1-3-2 Review explanations of:
A. Round table discussion
B. Panel discussion
C. Panel-forum discussion
D. Symposium discussion
E. Lecture-forum discussion
F. Debate discussion
1-3-3 Reinforce this review with posters 1-3-3, 1-3-5, and 1-3-7 from eleventh grade oral composition unit.
1-3-4 Assign oral reports concerning these types of discussions. For suggestions, use handout 1-3-4.
1-3-5 Students evaluate presentations by using handout 1-2-4 from eleventh grade oral composition unit.

1-3-4

SUGGESTED TOPICS

1. The difference between four-cycle and two-cycle gasoline engines
2. The operation of disc brakes
3. Comparison of a dual master cylinder with a single master cylinder
4. The history of power from 1900 to the present
5. The history of the American automobile
6. Safety in the industrial world
7. Types of internal combustion engines
8. Types of cooling systems
9. The process of obtaining gasoline from crude oil
10. Steel industries in the U. S.
11. The properties of oil
12. Ohm's Law
13. Electron theory
14. Fundamentals of machinery
15. Power sources
16. Henry Ford's assembly line
17. Production of American automobiles from 1920 to the present
18. Automobile pollution
19. The history of automobile racing
20. Automobile safety

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY

MATERIALS NEEDED

1-1-1 Handout

1-2-1 Handout

1-2-2 Handout

1-2-3 Library materials

1-2-4 Library materials

1-2-6 Handout

1-3-1 Handout

1-3-3 Posters

1-3-4 Handout

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DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the nunber(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additonal Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class_____ Teacher_____ Date_____

Objectives (By Number)_____

Time Interval: _____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)_____

_____

Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

UNIT VII

MONEY MANAGEMENT

OVERVIEW: MONEY MANAGEMENT

Money is a necessity of society today. It buys what people need and/or want; it can buy the simple things of life or the luxurious and complex.

According to a national survey most families have money problems sometime or other. This includes the more affluent as well as the poor. Therefore, most individuals will be faced with money management sometime during their lives.

In order for the youths to be better equipped to face money problems, this unit is designed to provide some of the real-life situations they are apt to encounter. The unit is also intended to present the students with knowledge related to earning statements. They are to be exposed to "pitfalls" of credit purchasing and the values of being able to use credit wisely.

In conclusion, most everyone has money problems; some learn to handle these problems; others do not. Learning about such matters will be a step toward good money management.

MONEY MANAGEMENT

1-0-0 (4,5,6, 14) Throughout the money management unit, the students will demonstrate their knowledge of skills presented by scoring at least 65% or above on teacher-made evaluations.

1-1-0 In order for the teacher to evaluate each student's understanding of how families spend money, he will ask each student to select a job related to power mechanics, learn the salary usually paid the employee, and budget it for a family of four.

1-1-1 Discuss some money problems the following may face:
- A. Most families
- B. Businesses
- C. Schools
- D. Organizations (church, clubs, etc.)
- E. Cities
- F. States
- G. Federal

1-1-2 Ask the students the following questions; discuss:
- A. Do you have an allowance or do you earn your spending money?
- B. Do you know or do you wonder where your money goes?
- C. Do you ever spend more than you have?
- D. Do you ask for extra money to tide you over?
- E. Do you have trouble paying your bills?
- F. Would you like to be able to solve your money problems?
- G. Why should you learn to handle money wisely?

1-1-3 Students should become aware of deductions in incomes they earn.
- A. Define: gross pay
  net pay
- B. Standard deductions:
  1. Exemptions
  2. Louisiana state tax
  3. Social security tax
  4. Federal income tax
  5. Union dues
- C. Voluntary deductions:
  1. Group insurance
  2. Bonds
  3. Payroll savings

1-1-4 Secure several earning statements for the students to examine, noting information related to 1-1-3.

1-1-5 Give the students several problems related to figuring weekly wages by the hour; use chalk board.

1-1-6 Invite a guest from the local Internal Revenue Agency to speak on the topic, "Why Federal Taxes?"

1-1-7 Give the students several problems to figure concerning federal and state taxes; use handout 1-1-7.

1-1-8 Students will figure the social security tax for a month for problem 1-1-7.

1-1-9 Students will make a list of expenses for a family of four for a month. Besides food and clothing, be sure they have included the following items:

A. Stamps
B. Barber shop
C. Beauty shop
D. Laundry
   1. Wash
   2. Dry
E. Fee
   1. Bus
   2. Parking
F. Gasoline
G. Savings, bank
H. Telephone
I. Household items
J. Car payment
K. Utility
L. Church
M. Other organizations
   1. School
   2. Social
N. Periodicals
O. Medical
   1. Doctor
   2. Hospital
   3. Drug store
   4. Dental
P. Clothing
Q. Cigarettes
R. Repairs
   1. Car
   2. Home
S. Gifts--wedding, etc.
T. Entertainment
U. Insurance
   1. Car
   2. House
   3. Life
   4. Educational
V. Miscellaneous

1-1-10 Use handout 1-1-7, and figure a month's salary for Merle Otwell. Figure all his deductions; did he have any money left?

1-2-0 The teacher will present examples of families who overspend and ask the students to suggest ways the families may plan to meet the monthly bills in the future.

1-2-1 Small group discussion, using handout 1-2-1.

1-2-2 Discuss some reasons why families have money problems.

1-2-3 Discuss the misuse of the following. Display credit cards.

A. Charge accounts
B. Installment buying
C. Credit cards

1-2-4 Students should be able to make wise judgments concerning the following questions related to budgeting:

A. Do I really want the item or should I put the money in the savings?
B. Can I afford to charge and pay financial charges?
C. If I can charge some, just how much?

1-2-5 Discuss credit ratings and records.

1-2-6 Explain what is meant by consolidated payments and tell how they work.

1-3-0 The teacher will conduct several segments of this unit emphasizing pressures from companies pushing their products.

1-3-1 Students read references concerning money management and pressure groups.

1-3-2 Make a list of ways in which people are influenced to buy products:

A. Television
B. Radio
C. Sales talks
D. Friends and relatives
E. Prestige of brand names
F. Special sales
G. Results of scientific testing
H. Magazine ads
I. Newspaper ads

1-3-3 Make a display of products that are <u>pushed</u> by television commercials.

1-3-4 Work in small groups; select three of the products displayed, and present examples of ways they are advertised. Groups will explain to the class if the products do the jobs they advertise or not; class discussion to follow.

1-3-5 Work on mural using examples gathered for 1-3-4.

1-4-0 The teacher will invite a guest speaker to talk about contracts when buying cars, houses, and other property. The teacher will then present a teacher-made test to cover the materials discussed.

1-4-1 Guest speaker. Topic: "What To Look Out For When Buying Credit"

1-4-2 Evaluation

ACTIVITIES

1-1-7 STANDARD DEDUCTIONS

Sammy David and Merle Otwell work for a local tractor company. Sammy David claims six dependents; they are for his four children, wife, and himself. Merle Otwell claims only two, his wife and himself. Both men earn $102.50 per week.

Figure the federal tax deductions:

Sammy David's_____

Merle Otwell's_____

Figure the Louisiana state tax deductions:

Sammy David's_____

Merle Otwell's_____

MONEY MANAGEMENT PROBLEMS

PROBLEM 1: Mr. and Mrs. Joe Smith have a monthly income of $950.00. They have two small children. The Smiths are determined to have a nice vacation each year and to see that there is money set aside for their children's education. They have begun to realize they have money problems.

What should they do?

PROBLEM 2: Mary and James are newlyweds. They belong to the country club. Mary plays golf each Tuesday afternoon and James plays on Thursday afternoon; both play Sunday afternoon. They complain, "We never have any money left after bills; we cannot save a dime."

What should they do?

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

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MATERIALS NEEDED

1-1-4	Earning statements from several companies
1-1-5	Chalk board problems in lesson plans
1-1-6	Guest from Internal Revenue Agency in town. Topic: "Why Federal Taxes?"
1-1-7	Handout - Tax Problems
1-1-8	Handout 1-1-7
1-2-1	Handout
1-2-3	Credit cards for display
1-3-1	References for reading
1-3-3	Advertised products for display
1-3-5	Materials for mural
1-4-1	Guest speaker Topic: "What To Look Out For When Buying Credit"
1-4-2	Evaluation

Evaluation: MONEY MANAGEMENT

1. Should a family budget its income? Why or why not?

2. List ten money problems families may encounter.

3. Define:

   (a) Gross pay_____
   (b) Net pay_____
   (c) Contract_____
   (d) Balloon contract_____
   (e) Installment buying_____

4. A. Name five (5) standard deductions that may be taken from the gross pay:

   1._____
   2._____
   3._____
   4._____
   5._____

   B. Name two (2) volunteer deductions:

   1._____
   2._____

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Objectives Altered or Added (List By Number; State Adjusted Objectives on Back of Sheet)_____

_____

DIRECTIONS FOR COMPLETING TEST RESULTS FOR INTERIM

PERFORMANCE OBJECTIVES

A. Heading Information:

1. Class: Enter the name of the Interest Based Curriculum Area, eg. Math for Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the result sheet.

B. Line Item Information:

1. Interim Performance Objective Number: Enter the code number for the interim performance objective for which data are reported.

2. Expected Proficiency Level: Enter proficiency level specified in the interim performance objective.

3. Date Tested: Enter date of testing for the specified interim performance objective.

4. Group Average: Enter the average for the student group tested. Use the same statistic as specified in the interim performance objective proficiency level (see number 2 above), eg., if 70% is the proficiency level then group average should be specified in terms of percent correct response.

5. Number of Students Tested: Enter the number of students measured for the specified interim performance objective.

6. Number of students meeting the Objective: Enter the number of students that scored at or above the expected proficiency level as specified in number 2 above.

Example: Upon completion of this topic, students will show a basic knowledge of fractions and the termonology involved by scoring 70% on a teacher made test.

TEST RESULTS FOR INTERIM PERFORMANCE OBJECTIVES

Class _____ Teacher _____ Date _____

Interim Performance Objective Number	Expected Proficiency Level	Date Tested	Group Average	Number of Students Tested	Number of Students meeting the objective
1-0-0	70%	7/28/72	68%	30	17

TEST RESULTS FOR INTERIM PERFORMANCE OBJECTIVES

CLASS _____ TEACHER _____ DATE _____

Interim Performance Objective Number	Expected Proficiency level	Date Tested	Group Average	Number of Students Tested	Number of Students meeting the Objective